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ABSTRACT

This document summarizes the research papers and panel discussions submitted or presented for a conference on planning and management of literacy and continuing education. The conference participants shared findings and important features in the planning and management of literacy and continuing education among participating countries, imparted knowledge and skills in project planning, management, and monitoring, and prepared action plans for implementing pilot projects in literacy and continuing education. This report is organized in five chapters. The first chapter summarizes papers on experiences in various Asian Pacific countries, as shared during plenary panels and roundtables. Chapter 2 presents a summary of theoretical inputs concerning the project cycle of literacy and continuing education and the major outcomes of the group work, based on field visits. Chapter 3 describes the workshop session on project formulation that was conducted to provide participants with practical experience in project conceptualization and formulation of project plans for literacy and continuing education. The fourth chapter summarizes presentations and outcomes of the group work on monitoring and evaluation, including concepts, methods, and tools of monitoring and evaluation. The last chapter presents actions plans and strategies for implementation of the activities proposed in earlier papers. Five appendixes contain a provisional annotated agenda, a provisional work schedule, a list of participants, the keynote presentation, and a synthesis of workshop evaluations. (KC)

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APPEAL

FOURTH REGIONAL WORKSHOP ON

PLANNING AND MANAGEMENT OF LITERACY AND CONTINUING EDUCATION

Solo, Indonesia

Organized by UNESCO Bangkok, Thailand
and UNESCO Jakarta, Indonesia

Jointly with

Directorate General
of Out-of-School Education, Youth and Sports
Ministry of Education and Culture
Jakarta, Indonesia

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Bangkok, 1999

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CONTENTS

INTRODUCTION i

Chapter One Country Experiences 1

Chapter Two : Project Cycle 33

Chapter Three : Project Formulation 51

Chapter Four : Monitoring and Evaluation 77

Chapter Five : Follow-up Action Plans 95

ANNEXES

Annex I : Provisional Annotated Agenda 117

Annex II : Provisional Schedule of Work........ 121

Annex III : List of Participants 125

Annex IV : Keynote Presentation 135

Annex V : Synthesis of Workshop Evaluation 139

INTRODUCTION

■ Background

Seventy-five per cent of the world's illiterate population live in the Asia and Pacific region. Thus, improving the provision of literacy and basic education through formal and non-formal means is a major challenge facing many countries of this region.

Although the importance of literacy and continuing education is well recognized in many countries of the region, planning and management aspects need considerable strengthening. In view of this situation, UNESCO Bangkok has developed the APPEAL Manual for Planning and Management of Literacy and Continuing Education (AMPM) through organizing three regional workshops in 1992 (India), 1994 (Pakistan) and 1996 (Thailand).

The **Fourth Regional Workshop** in this series was held in Solo, Indonesia from the 10th to 19th of December, 1997. The workshop built on the basis of outputs of previous activities with funding assistance from the Japanese Funds-in-Trust for the Promotion of Literacy in Asia and the Pacific. It was organized by UNESCO – Bangkok and UNESCO – Jakarta together with the Directorate General of Out-of-School Education, Youth and Sports, Ministry of Education and Culture, Indonesia.

The objectives of the workshop were to:

1. Share findings and important features in the planning and management of literacy and continuing education among participating countries;
2. Develop necessary knowledge and skills in project planning, management and monitoring; and
3. Prepare action plans for implementing pilot projects in literacy and/or continuing education.

In order to achieve the above objectives, the workshop programme was organized as follows:

Part 1: Exchange forum on literacy and continuing education with particular reference to planning and management;

Part 2: Field visit to obtain first hand information about micro-level projects; and

Part 3: Training programmes on planning and management of literacy and continuing education.

The *Annotated Agenda* and *Schedule of Work* are attached as Annexes I and II.

The workshop was attended by 40 participants from government and non-governmental organizations of 14 Member States including: Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Lao PDR, Mongolia, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand and Viet Nam. The following three resource persons assisted in the organization, deliberations and evaluation of the workshop: Prof. Dr. Soenarwan (Indonesia), Dr. R. Govinda (India) and Dr. Zenaida Domingo (Philippines). The list of participants is attached as Annex III.

■ Proceedings

Opening ceremony and keynote presentation

The *Fourth Regional Workshop on Planning and Management of Literacy and Continuing Education* was inaugurated by Prof. Dr. Soedijarto, Director-General, Directorate General of Out-of-School Education, Youth and Sports, Ministry of Education and Culture, Indonesia. Prof. Soedijarto also gave the keynote presentation, which stressed the primary importance of effective planning and management of literacy and continuing education for sustainable socio-economic development in the countries. A full text of the keynote presentation is attached as Annex IV.

Mr. Kiichi Oyasu, Programme Specialist – Literacy spoke on behalf of UNESCO (Bangkok and Jakarta) to welcome participants and to extend appreciation to the Indonesian Government for hosting the workshop. Welcome speeches were delivered by Mr. Soeparto: Head of the Provincial Office of Education and Culture in Central Java; by Mr. Mochtar Djalal: Director of the Directorate of Community Education, Ministry of Education and Culture, Indonesia; and by Mr. Sudjaki, Resident Assistant of the Governor of Surakarta, Central Java.

Introduction to the workshop

The introduction to the workshop commenced with a self introduction by participants. The UNESCO secretariat provided an orientation for participants concerning the objectives, agenda, and schedule of work for the workshop. Participants then elected the following members as workshop officials in the conduct of the workshop sessions and field work:

1.	Chairperson	Mr. Suyono (Indonesia)
2.	Vice Chairperson	Prof. Shakuntala S. Bapat (India) Ms. Tsagaankhuu Undrakh (Mongolia)
3.	Rapporteur	Mr. Dorji Wangchuk (Bhutan) Ms. Norma L. Salcedo (Philippines): 10-15, Dec. Ms. Mila B. Eugenio (Philippines): 16-19, Dec.

Exchange forum on literacy and continuing education

Five plenary panels were organized to present and discuss major findings and lessons learned from case studies concerning planning and management of literacy and continuing education from Bangladesh, India, Indonesia, Lao PDR and Mongolia. Each presentation was followed by comments from discussants and a forum session for generating reactions, comments and observations.

Ten roundtable discussions were convened wherein the participants presented a report on planning and management of literacy and continuing education. Each presentation was followed by questions and answers, and general discussion in an open forum.

As a wrap-up to the exchange forum, rapporteurs presented a synthesis of the presentations and discussions during the panels and roundtable discussions. Resource persons also made their observations and this was followed by general discussion. Presentations and discussion during the Forum are summarized in Chapter One.

Expectations for training programme

Prior to the field visits and training sessions, participants were invited to express their expectations on these activities, a synthesis of which is presented as follows:

1. Share experience with Indonesian counterparts in the area of literacy and continuing education;
2. Obtain information about Indonesian experience in non-formal education regarding such aspects as delivery systems, materials, administrative and organizational structures, role of community and local government, NGOs' involvement, awareness mobilization and community participation.
3. Develop knowledge and skills of planning and management of non-formal education; for example, use of the latest technology/methods for monitoring and evaluation.

Project cycle and field visits

Resource persons made presentations on the entire cycle of literacy and continuing education projects. These included aspects of planning, management, monitoring, and evaluation phases. A briefing on the mechanics of the field visits was provided by the local host. These presentations were followed by group work to develop instruments for observing key aspects of the project cycle and were based on information about the project sites to be visited.

Participants, in three groups, undertook field visits to observe literacy and continuing education activities in three places in Solo. The focus of the visits was on the planning and management aspects of the project. The three projects visited were: a literacy project in Wonogiri District; a Packet B (continuing education) project of Pioneer; and a private course of Indah. Participants utilized the instruments developed during the session on project cycle for the field observation. Follow-up discussions were undertaken by the same small groups, the outcomes of which were shared at a plenary session. A summary of presentations and outcomes of the group work are presented in Chapter Two.

Project formulation

A session on project formulation was conducted to provide participants with practical experience in project conceptualization and formulation of project plans on literacy and continuing education. Resource persons introduced and described basic concepts, methods and methodologies of the project formulation process.

Participants formed small sub-groups to undertake an exercise to develop a project plan utilizing the data provided by the local experts in Solo. The proposals developed by sub-groups were shared in two groups through gallery presentations. After the gallery presentation, comments and discussions on the proposals were shared in the two groups. A summary of presentations and proposals developed by this group work is in Chapter Three.

Monitoring and evaluation

A session on monitoring and evaluation commenced with presentations by resource persons concerning concepts, methods and tools for monitoring and evaluation. Participants, in three smaller groups, used this to prepare instruments to be used for the evaluation exercise. The three groups then undertook visits to project sites to obtain the necessary information for preparing evaluation reports. Each group prepared an evaluation report on the project visited and this was subsequently presented in a plenary session for comments and discussions A summary of presentations and outcomes of this group work is presented in Chapter Four.

To conclude the field visits and training sessions, a synthesis session was conducted in order to review the above activities and to discuss remaining issues concerning planning and management of literacy and continuing education. The discussion was led by the three resource persons in an open forum. The major points of the discussion are summarized in Chapter Four.

Follow-up action plan

UNESCO provided an orientation regarding possible assistance for follow-up national level activities during 1998. Each participating country/NGO prepared a plan of action and strategies for the proposed activity. The outputs of the individual work was shared through a gallery presentation. These action plans are presented in Chapter Five.

Evaluation of the workshop

Participants presented their evaluation of the workshop, a synthesis of which is attached as Annex IV.

Closing ceremony

The workshop rapporteurs presented a draft final report of the workshop for comments and suggestions.

The workshop was officially closed by Prof. Dr. Napitupulu, Executive Chairman of the Indonesian National Commission for UNESCO.

Chapter One

COUNTRY EXPERIENCES

This chapter summarizes the presentations and discussions during the exchange forum when major findings from case studies and country reports were shared.

Five plenary panels were organized to present and discuss major findings and lessons learned from case studies on planning and management of literacy and continuing education carried out in Bangladesh, India, Indonesia, Lao PDR and Mongolia. Each presentation was followed by comments from discussants and a forum session for generating reactions, comments and observations.

Ten roundtable discussions were convened wherein participants presented a report on planning and management of literacy and continuing education. Each presentation was followed by questions and answers, and general comments and discussions in an open forum.

As a wrap-up to the exchange forum, a synthesis of the presentations and discussions during the panels and roundtable discussions was presented by the rapporteurs. The resource persons also made their observations, and a general discussion to share the comments and observations on the activities during the exchange forum followed.

PLENARY PANEL	INDIA

Title: *Centre for Education and Development of Rural Women Shivapur Village*

Presenter: **Prof. Shakuntala S. Bapat**, Director, JP Naik Centre for Education and Development of Rural Women, Indian Institute of Education, Pune, India

Statistics show that out of India's 970m population, some 74 per cent live in rural areas. There is an adverse female ratio of 927 female to 1000 males. Literacy rates are 52 per cent for males and 39 per cent for females. The primary education system is designed after the Anglo-Saxon classical model of the late 19th century during the British colonial regime and although serving the urban areas and white collar classes well, it has failed in India's rural and tribal areas on account of its irrelevance to the local needs and circumstances.

The Centre for Education and Development of Rural Women (CEDWR) was established by the IIE Trust, in collaboration with the Gram Panchayat (village council) of Shivapur. The local community has been fully involved on an equal footing with the Institute's academic faculty and trustees, from the initial stage of seeking a piece of land to later development of its many-sided education and development activities. The CEDRW programme takes into account the national context of the situation of rural women along with local contexts. Activities are designed in the action-research mode which is based on ethnological approaches to community studies and interventions for socioeconomic change.

The project of the CEDRW emphasizes non-formal education for women and girls. Its premise is that overall community development is possible only through this approach. The target population of CEDRW consists of rural women and girls in Mahasrhatra state. The project has initially commenced with about 25 to 30 villages for model building and eventual replication or adaptation in a wider area. There are two major activities of the CEDRW at present. These are: Rural Women's Self-Help and Savings Groups; and progressive training of male and female farmers so as to build up a cadre of local trainers for continuing education.

The establishment and development of the CEDRW has taken into consideration the local culture and the need for community partnership at all stages of its work. Collaborative planning, management, evaluation and organization of activities has led to authentic development programmes of which the community, in a large sense, is both the '**maker**' and '**owner**'. The approach of the CEDRW appreciates useful cultural practices and tries to give them new meaning through scientific analysis. Regarding the programme for women's empowerment, the project provides them with the necessary information on land laws, economic rights of women, social legislation, provisions of criminal law, health and nutrition, production and markets, citizenship rights and responsibilities, participation in Panchayat Raj (local village government), and trains them in elocution, and etiquette. The regeneration of people's lost initiatives is the foundation of the success of the CEDRW activities.

PLENARY PANEL MONGOLIA

Title: *Gobi Women Project, Mongolia*

Presenter: **Ms. Tsagaanhuu Undrakh**, Project Director, Gobi Women Project, Ministry of Science, Technology, Education and Culture, Mongolia

The project, **Non-formal education to meet basic learning needs of nomadic women** was implemented in the Gobi region of Mongolia during 1992 to 1997 with technical support from UNESCO. Its primary beneficiaries were 15,000 women-herders from six Gobi provinces.

The primary justification for the project was the need to address economic concerns of the country since with the collapse of the socialist system the country has experienced socio-economic difficulties. The transition period from a centralized economy to a market economy has impacted on people's lives, especially the rural women. This transition period has created new demands and a greater need for self-reliance. Gobi women, specifically the women-herders and single mothers with many children were considered as one of the vulnerable groups and were identified as the project beneficiaries.

Pre-implementation activities carried out, including a needs assessment; identification of key teaching areas; hiring and training of key personnel; and establishment of national, provincial and district coordinating committees.

Throughout the implementation phase, the project had the following outputs:

1. 23 distance education booklets, with an emphasis on income-generating skills and literacy, were produced. Based on these materials, radio lessons were broadcast both nationally and locally. Contact meetings (face to face) and "**crash courses**" were also organized at local places. Tutors, called "**visiting teachers**", traveled by camel throughout district areas to meet the learners. Not only were the target audience reached by the project but also husbands and friends who became interested and learned from the project.
2. The implementation of the project was a new experience for all participants involved in the project. The capacity in non-formal education both at central and provincial level was developed
3. The project produced new ideas of continuing and adult education and raised the possibility of utilizing distance education in this field.
4. The government acknowledged the importance of non-formal education, and expanded the central ministry, and provinces with officers in charge of non-formal education. The government approved a **National Programme on Non-Formal Education** for 1996-2000, and established a Non-Formal Education Centre under the Ministry of Education.

The project administration functioned well. Local activities were substantial and were carried out on a voluntary basis. Distance education utilized by this project was the best choice for delivering non-formal education since it provided learning opportunities for populations which were difficult to reach. Contact meetings also provided good opportunities for women to meet each other, and to share their experiences, information and knowledge. The project was timely since it began when people were hungry for information, and the country was facing problems in promoting functional literacy due to a lack of reading materials.

A weakness of the project was a lack of an information management system. Information flow was top-down and although feedback from learners and from local levels were collected, it was not adequately analyzed.

This project was the country's first non-formal education project. It was challenging to implement because it was a completely new experience for Mongolia. Long periods of time were spent on training of non-formal and distance education concepts. The Gobi women's project was successfully implemented primarily because of the initiative of local activity and voluntarism. It is now a nationwide project covering the whole country.

■ Issues raised for discussion

Some of the important issues raised and discussed focussed on planning and management aspects of the project. Comments were made that the project was initiated at an opportune time, when people were hungry for information, education and knowledge in order to improve the quality of their lives. It was found that the government was committed to support the project and that many funding agencies were interested to provide funds for the project.

Questions were raised as to the extent of government commitment to take up project when the funding agencies withdraw their support, and what steps are being taken to address the problems faced in the implementation of the project. The response indicated that the government is working towards expanding and sustaining the project by encouraging a family-oriented distance education system.

The other problem discussed related to the increasing number of children taken out of formal schools by their parents to help them at home; an issue over which the government is concerned. Another concern is the sustainability of the project in terms of a heavy reliance on voluntarism. It was envisaged that the existing voluntary visiting teacher system may not be sustainable.

The education ministry will develop appropriate curricula and learning materials for family-oriented distance education. Measures are also taken to curb the growing trend of drop-out due to children having to help their parents in farm-work and other activities.

PLENARY PANEL — LAO, PDR

Title: *Keoku Community Learning Centre in Lao PDR.*

Presenter: **Mr. Bounkhong Thoummavong**, Deputy Director, Non-formal Education Department, Ministry of Education, Vientiane

The National Workshop on Planning and Management of Literacy and Continuing Education was organized to train NFE personnel about planning and management of literacy and continuing education. The activities of the workshop included presentations, group discussion and a visit to the Keoku Community Learning Centre. The workshop reviewed follow-up activities for Pakse; the AMPM manuals on planning and management, monitoring and evaluation of literacy and non-formal education projects; and the case study on the Keoku Community Learning Centre. Workshop participants gained experiences, knowledge and understanding from the review of follow-up activities in Pakse and the Keoku community learning centre.

The Keoku community learning centre is a pilot project. It is a NFE model whose goal is improving the quality of life. The centre is a venue for the dissemination of educational materials and information, especially on literacy and continuing education. The objective of the project is to organize classes on vocational training and other learning activities that aim to provide income generation.

The villagers discuss and identify their needs and problems, then build action plans with the participation of provincial and district personnel. The central office has the responsibility for policy development; production and dissemination of printed media; providing trainers; and networking with other organizations. The provincial and district levels have similar roles to the central level in terms of duties and responsibilities. During the four years of the project implementation, it is envisaged that the quality of life in the village will improve.

PLENARY PANEL — INDONESIA

Title: *The Development of Out-School Education in Indonesia: The Case of the Paket B Programme in Kejar, Pioner; Kejar, Puspa; and Kejar, Mojo.*

Presenter: **Prof. Dr. Soenarwan**, University Sebelas Maret Solo, Kentingan, Surakarta and **Mr. Suyono**, Head, Sub-directorate of Directorate of Community Education, Ministry of Education and Culture, Jakarta

In accordance with the Law on the National Education System of Indonesia, education is delivered through two different channels: in-school or formal education, and out-of-school or non-formal education. In-school education is delivered via a gradual, hierarchical and in a continuous manner. Out-of-school education is organized outside the formal system by communities and through various governmental and non-governmental institutions. There are many kinds of out-of-school education, including: play groups, child-care centres, Paket A (equivalent to primary school) and Paket B (equivalent to lower secondary school), income generating learning groups, vocational and religious education, etc. Out-of-school education is more flexible in terms of duration, age of learners, content of lessons, the way the lessons are organized, and the assessment of learning achievement.

A key programme in the *National Development Plan* is for all children aged 13 to 15 years to complete nine years of basic education. This programme began in the middle of 1994, in response to the fact that the six year basic education programme had been successfully implemented as indicated by a net enrolment ratio of 95.4 per cent in 1995/1996. While primary education had almost universal access, lower secondary education's participation rate had either declined or increased only slightly in the last 10 years due to a low transition rate from primary school and a high drop-out rate. The main cause of low participation in lower secondary school is the low social and economic status of the children's families. Therefore, the Paket B programme was created to provide a non-formal equivalent to lower secondary for primary school graduates who would otherwise not continue.

Paket B was developed by the Directorate of Community Education in 1989 to support the nine-year universal basic education programme through out-of school processes. The programme is intended for the 13 to 15 year old population although older learners are also accepted. Paket B students are not expected to continue schooling after graduation, but if they want to do so, they can sit the state equivalency examination and thus obtain a regular lower secondary school certificate. The vocational component of Paket B is regarded as an important part of the programme to ensure that after graduation the student already possess some skill for employment or self-employment.

Paket B is implemented through learning groups consisting of a maximum of 40 learners assisted by at least 5 tutors who have educational training or who are considered to be able to teach a specific subject matter. Generally, three different groups are assisted by an institution or organization and a programme manager is appointed for those three learning groups. The tutors and managers are given a monthly financial incentive from the government via an expenditure budget, grants or loans from abroad or from community self-financing. The learning activities are held three times a week depending on the consensus reached by the learners, tutor, manager and organizers. The learners may also study outside class time. The learning content is structured according to the regular lower secondary education curriculum and delivered in the form of modules. Learners are evaluated by a multiple-choice test on each subject at the end of each semester to determine if they can advance to the next set of modules. At the end of three years, learners take a test similar to that taken by regular lower secondary education students. The graduates receive certificates, equal rights and recognition as well as being able to pursue further education or to apply for a job.

■ Issues raised for discussion

Questions were raised regarding the reasons for drop-out among school children attending formal education. It was noted that economic, geographical and cultural reasons are among the major causes of children dropping out of school. Queries were also raised as to what steps are taken to reduce the drop-out rate of school children. Provision of free learning modules, free uniforms and establishment of a foster parent scheme are some of the measures being taken to reduce the drop-out rates.

A possible difference in the quality between formal and non-formal sectors was one of the concerns raised together with the system of examination to assess student performance in each sector. Clarifications were also made on the scope of Paket A and Paket B and the different programmes under each. It was stated that the objective of Paket A and B to improve quality of life has been successful. The need for more funding and a greater budget from government, committees and other NGOs was likewise raised.

Further, it was stressed that managing literacy programmes should not be the sole responsibility of government but should be shared by other organizations, groups or individuals.

PLENARY PANEL — BANGLADESH

Presenter: **Mr. Sarwar Alam**, Assistant Director, Directorate of Non-formal Education, Bangladesh

The *Total Literacy Movement* (TLM) is an innovative approach adopted in Bangladesh to attain total literacy in a specific area through intensive social mobilization. One of the country's districts, Chuadanga, has adopted this approach. Through the TLM approach, the adult literacy rate of that district increased from 28 per centin 1991 to more than 90 per cent.

There are several lessons learned from this experience. First, to sustain the enthusiasm of a community for the entire programme period, mobilization and motivational activities should be kept on a continuing basis. Post-literacy programmes should be started immediately after the learner completes the basic literacy course. The planning and management personnel at the local level should be provided with adequate training so that they can contribute effectively to plan and manage the literacy programme. Adequate measures should be taken to inculcate a sense of ownership of the programme among beneficiaries. The responsibility of operating continuing education centres can then be transferred to the community after a certain period of time.

Linkage of literacy with other rural service sectors should be established effectively. This may widen the scope of beneficiaries to raise their income vis-a-vis the poverty alleviation and thus to sustain the programme.

ROUNDTABLE — BANGLADESH

Presenter: **Mr. Sarwar Alam**, Assistant Director, Directorate of Non-formal Education, Dhaka 1207, Bangladesh

The 1994 adult literacy rate of Bangladesh was 47.3 per cent. The non-formal education sub-sector of the Government of Bangladesh is now implementing four projects worth US$ 276.125 million. The budget for NFE during the fiscal year 1996-97 was US$ 9.65 million. For the 1997-98 fiscal year, it is US$ 25.27 million.

In the 1996-97 fiscal year, the target for the non-formal education sector was 1.636 million adults. This would translate to a 1.85 per cent increase in the overall literacy rate. For the 1997-98 fiscal year, the target is 2.256 million adult, translating to a2.55 per cent increase in overall adult literacy rate.

ROUNDTABLE	BHUTAN

Title: *Establishment of Post Literacy Programme in Bhutan*

Presenter: **Mr. Dorji Wangchuk**, Programme Officer, Non-formal Education Sector, Education Division, Ministry of Health and Education, Thimphu

Bhutan commenced post-literacy programmes in 1997 to consolidate the population's literacy skills and to provide opportunities for neo-literates to apply their literacy skills to their actual living and working conditions in the community, thus improving their quality of life. The target learners for post-literacy programme will include not only neo-literates who have undergone basic literacy course but also other adults, including school drop-outs, village clergy, nuns, monks and others who are interested in enhancing literacy skills to become functionally literate.

Following the approval of the 4th National Steering Committee Meeting on NFE, a needs assessment survey for a post-literacy programme was carried out by the Non-formal Education Section with the help of District Education Officers and NFE teachers to gather information on the crucial needs and problems of neo-literates.

The problems and needs of neo-literates were assessed and analyzed at the national level during the 6th National Steering Committee Meeting. Based on the needs, it was recommended that two pilot post-literacy centres be established in rural parts of the Kingdom. The target would be neo-literates in rural areas where people have difficulty in accessing educational facilities.

The blueprint for the structure and schedule of completion for construction of centres has been planned by the Education Division and handed to District Education Officers to adapt the design to their local needs. The centres are constructed with labour contributed by the community. The furniture is made by the community as a part of their skills development training. The construction of the post-literacy centres is carried out under the supervision of district administration while the Education Division will mobilize and provide financial support for materials needed for construction. With the labour and land contributed by the community members, other materials such as CGI sheets for roofing are provided by UNICEF.

If the project succeeds, it will be replicated and extended to other communities covering at least 10 different districts within the 8th five-year plan. In the next five-year plan, there will be at least one post-literacy centre in each district.

Once post-literacy centres are established, neo-literates in rural communities will have easy access to learning materials for information and for pleasure. The Technical and Vocational Education Section will provide skills development training to villagers. The learning conditions will be improved, attracting more than 5,000 learners to the programme.

Non-formal Education programmes in Bhutan are still at the infancy stage. Much needs to be done in improving the adult literacy rate which is considered to be very low. Bhutan relies quite heavily on external agencies for funding of learning materials and physical infrastructure required for literacy centres. Sustainability and replicability of the project will depend on support from the external agencies, especially in terms of financial support.

■ Issues raised for discussion

Issues raised included: budgetary implications of increasing use of non-formal education in the Kingdom; the course for NFE teachers' training, and the nature of the vocational training programme in the non-formal education system. It was suggested that certain components of vocational training activities be incorporated in the non-formal education system, particularly in post-literacy programmes.

A question was also raised concerning the number of DEOs who participate in the workshop on planning and management of literacy and continuing education, and the expected outcomes of the workshop.

ROUNDTABLE CAMBODIA

Presenter: **Mr. Nop Tim**, Chief, Literacy Bureau, NFE Department, Ministry of Education, Youth and Sports, Cambodia

The Kingdom of Cambodia has a land area of 282,035 km^2 with a population of 10.5 million. Approximately 35 per cent of the adult population are illiterate.

From 1980 to 1986, literacy classes were opened in non-formal setting, under houses, under trees, in village meeting places, in pagodas, or in classes of formal schools. After completing two 3-year plans, 90 per cent of illiterates were taught to read, write and calculate, but most became illiterates again since they did not have any post-literacy learning opportunities.

From 1987 to 1993, non-formal activities decreased because during the market economy regime, both volunteer teachers and learners left classes to work to earn money for food and clothing for their families.

From 1993 to the present, some regions carry out non-formal education activities with the help of international organizations and NGOs who link literacy to skills training and income generation opportunities. From 1997 to 2000 the project needs to enrol all 13 to 45 year old illiterates, to link literacy to skills training, and to revive the committee for non-formal education.

The major achievements of Department of Non-formal Education in Cambodia for 1997 are as follows:

1. the creation of a national committee for the co-ordination of non-formal education among members from 15 ministries/departments;
2. the development of curriculum and bilingual books with assistance from UNESCO; and
3. provision of training for 725 literacy teachers, financed by UNCIEF.

The problems of the department are:

1. lack of a database on the size of the target population for each NFE activity;

2. Lack of management skills, especially in conducting adult classes and mobilizing support from the committees;
3. lack of equipment such as computers, photo copier;
4. lack of a vehicle to monitor the project;
5. shortage of funds for income generation activities; and
6. low salary levels for personnel.

■ Issues raised for discussion

It was suggested that Cambodia requires technical assistance to improve staff capacity and financial support from international organizations and NGOs There is also a need for the government to provide a proper budget and other resources to stimulate NFE activities, and to encourage the learners to apply their skills and knowledge on income generation activities.

Other issues discussed were: advocacy and social mobilization and preparation of a monitoring schedule.

Title: *Non-Formal Education Project Lutheran World Service Cambodia Programme*

Presenter: **Ms. Chum Sarany**, Assistant Project Coordinator, Lutheran World Federation, Phnom Penh

The Lutheran World Service (LWS) Cambodia Programme commenced in 1996 with the Integrated Rural Development Project (IRDP) across five provinces of Cambodia. Non-formal education (NFE) classes were an important component of the IRDP because of high illiteracy rates among adults, particularly women in rural areas. A major objective of the NFE programme is to improve adult education and enhance sustainable development, particularly for women who constitute the most vulnerable and disadvantaged group of the population. It is envisaged that from 1996 to 1998, 400 participants of NFE classes will be trained in development issues and will be literate, of which 95 per cent will be women.

Most of the students are becoming members of the Village Bank. The LWS is also focusing on sustainability of the classes. For motivation, NFE participants are required to make regular weekly savings and to ensure their continuous participation. They elect a committee which manages the saving fund and provides loans to the members for income generating activities, such as mat weaving, etc. If members drop-out, they will do not get their savings back. One class has about 25 to 30 participants and has a NFE facilitator. The LWS monitors the classes and provides materials such as blackboards, stationary mats and for evening classes lamp and batteries. After graduation, participants continue to meet regularly once per week to exchange information, ideas and to discuss any problems. At these same meetings, they practise reading and writing.

The course starts with a pre-literacy book of 50 lessons. There are three further books, each with 25 lessons. The lessons concern community topics. The participants decide when they cease lessons, such as during planting or harvest time or other busy times. After completing a book, they take part in a test before beginning the next book. At the end of the course, they participate in an examination designed and supervised by the Ministry of Education and LWS staff. They then receive a certificate.

The women participants are also more confident and participate more actively in public village life; For example, they become members of the village bank committees, water use Committees, village development Committees. It is not possible to make general conclusions and recommendations for a larger system since this project has only existed for one year. However, project staff require appropriate attitudes and knowledge for the rural environment. Successful NFE operations result in rural farmers being able to read, to write, to calculate and discuss their own problems for adequate resolutions.

■ Issues raised for discussion

The partnership of the LWS, the Ministry of Education, UNICEF, and UNESCO together with the participation of the villages as an integrated team has been successful. Senior project staff contribute ideas and concepts from successful literacy projects in other LWS countries. The LWS has developed NFE guidelines which are utilized by NFE facilitators and LWS management and monitoring staff.

ROUNDTABLE	CHINA

Title: *Literacy and Continuing Education Project in Tongqiao Town*, Ningxia Hui Autonomous Region, PR China

Presenter: **Mr. Zhang Zhaowen**, Assistant Director, Department of the Adult Education, the State Education Commission, Beijing, China

Tangqiao Town has population of 16,875 across 11 villages in Yongning County, Ningxia Hui Autonomous Region in Northwest China. The town has established a junior middle school, 9 primary schools and a cultural and technical school for farmers. The primary education enrolment rate is 98 per cent. Among its 8,322 population of 15 to 44 year olds, the neo-literacy rate is 99 per cent.

In 1990, the town of Tangqiao implemented 231 programmes relating to eradicating illiteracy, eradicating scientific illiteracy, learning cultural knowledge, learning science and technology and learning knowledge of business operation and management, and fostering a new generation of peasants. The objective was to popularize obligatory primary education and to ensure the training of a further 220 in order to reach a literacy rate of 95 per cent among youth and the middle-aged population by 1994. All neo-literates, especially the labourers in the countryside, should learn one or two practical skills and the literacy educators should help them to raise their socio-economic status, to increase production and thereby improve their quality of life before 1999. The main training activities of the project are:

- **Literacy education.** The town established 70 training sites and 30 collective training courses. Course were attended by 203 illiterate between 1991 to 1993. They also attended a 15-day further study during the winter seasons to update their learning.
- **Popularization of scientific knowledge.** For the local and technical schools for farmers, the town established 75 training classes of practical skills development. 20,000 scientific textbooks and reading materials were distributed among the peasants and video materials were broadcast. More than 955 young and middle-aged people gained knowledge in science and technology.
- **Training of technical skills.** The project carried out 347 technical courses and 12 distance courses, benefiting 35,400 trainees and 7,200 farmers. One or two members of each family learned practical skills in production. There were 256 adults who participated in the technical/ agricultural distance courses for middle school.

Lead bodies at all levels have been established. The management of the project is the responsibility of leading cadres in the local educational departments. They must sign an agreement detailing accountability. Tongqiao Town's lead body verifies their adherence to the agreement three times per year. The project managers at the county and regional levels go to the countryside periodically to check the work progress.

Tongqiao town and neighbouring villages have set up local schools for farmers. The town and villages also established an association or group for popular science which is applicable and developed model families.

The management and training staff of the programme include rural cadres and educational or technical workers. Teachers from primary schools also take part in literacy education. Apart from local technical workers and model families, the villages also invite technicians from other places to give lectures.

Funding for literacy education is provided as follows: 20 per cent is allocated by the government, and 5 per cent comes from education funds collected among the town and villagers. The town's government has invested 120,000 Yuan in the 231 programme. Of this, 85,000 yuan was spent in the construction of the town's Education Centre for Adults and 31,000 Yuan for the training courses.

■ Issues raised for discussion

The issue of the monitoring and evaluation system was raised during the roundtable presentation. The monitoring system prevalent in Nigzia Hi Autonomous Region has been adapted in other parts of the country. Issues relating to the roles of government were also raised. It was indicated that the government provides policy guidelines for literacy and continuing education programmes. In addition, the government provides 20 per cent of the funds for literacy programmes from the overall education budget. The remaining funds are mobilized from the public.

ROUNDTABLE	INDIA

Title: *Continuing Education in India*

Presenter: **Mr. Ippagunta Y.R. Krishna Rao**, Director, Continuing and Lifelong Education, Department of Education, Ministry of Human Resource Development, New Delhi, India

In India, the continuing education programme began in 1988 with the establishment of continuing education centres known as Jana Sikshana Nilayams (JSNS.). These served as libraries, sports and cultural centres for the new literates emerging out of the centre-based adult education programme in operation at that time. In 1990, there was a paradigm shift in the implementation of adult education programme with the launching of a campaign for imparting basic literacy spread over three years. This was known as the TLCPL programme. The continuing education programme was thoroughly revised in 1995 to bring it into line with this new approach as well as to incorporate new concepts developed as part of the ATLP(CE) series.

The revised programme envisages setting up continuing education centres (CEC) at the rate of one per 1,500 population, and one nodal CEC. for each 8 to 10 such CECs. A CEC will function as a centre for the retention and consolidation of learning acquired during the basic literacy programme and also provide a place for dissemination of knowledge and information on government schemes. Nodal CECs operate with a larger budget and co-ordinate the activities of individual CECs.

The Zilla Saksharata Seminthi (ZSS), a district level organization implementing basic education programmes provides continuing education programme. A ZSS prepares a continuing education project and presents it to SLMA, (a provincial level organization) which sanctions the project. Block grants are placed at the disposal of SLMA by the NLMA, a national level organization responsible for adult education programmes.

The project is to be fully funded by the central government for the first three years, for the next two years at a 50:50 ratio between central and provincial governments, and then fully funded by provincial governments.

There is provision for target specific programmes of equivalency, income generation and quality of life improvement programmes. ZSS is required to develop individual projects for these target groups and present them to SLMA for sanction.

Community mobilization and involvement will be needed to sustain this programme, as well as integration of its activities with other departments which are concerned with continuing education. The programme already ensures non-duplication of activities. Approximately 65,000 CECs have been sanctioned under this scheme in 65 districts and a further 65 districts will be included over the next two years. Two pilot programmes in two provinces have been sanctioned to take up equivalency programmes at primary level under this scheme.

Title: *Implementation of Continuing Education Project in the Cuddapah District, Andhra Pradesh*

Presenter: **Mr. Ippagunta Y.R. Krishna Rao**, Director, Continuing and Lifelong Education, Department of Education, Ministry of Human Resource Development

Cuddapah is one of the first districts which has sanctioned a continuing education project in 1996 under the revised continuing education scheme of 1995. It is a predominantly rural district with a 50 per cent literacy rate. In 1990, a literacy campaign was established to impart basic literacy to 750,000 persons and was completed by 1993 after reaching 647,000 people. The present continuing education programme is designed to cater to the learning needs of these neo-literates and was implemented in 1996.

The operation of the continuing education programme is through establishment of learning centres and concentrating learning activities around these learning centres. A total of 1,097 continuing centres (CEC) have been established in the district as part of the scheme. Nodal continuing education centres are established at the rate of one per 8 CECs at the national level.

Cuddapah district was able to achieve the goals set by the scheme of continuing education while implementing the project. The goals set by the national government in implementing the scheme are: involving the community in establishing and running the continuing education centres; ensuring the sustainability of the programme; and, integration of other development activities which have a bearing on continuing education programme.

Village meetings were conducted in each village before the establishment of continuing education centres. The concepts were explained to people and village education committees were formed through the process of elections and the administration of the scheme was entrusted to them. The project was also integrated with the existing programme of Janma Bhoomi (self help community development programme). Thus the local community was fully involved in formulating and implementing the scheme.

The scheme can be sustainable only if the local community recognizes the benefits from it and is willing to pay for the services. This was explained in detail to the local community and a membership fee was collected from learners and deposited in a corpus fund of the village education committee (VEC). The local teacher is responsible for accounting for the corpus fund. As of August, 1997 an amount of R.2,300,000 was collected in the corpus fund and R.150,000 as membership fees. This is the first time that such large amounts have been collected for providing services under a continuing education programme.

Continuing education in its broad definition encompasses activities of many other departments. As part of the project, efforts are made to integrate the activities of other development departments under continuing education and make continuing education centres the focal point for conducting the activities of these other departments. CECs are also information centres on the activities of these other departments. Weekly schedules of visits by different departments (Agriculture, Horticulture, Family Welfare, Women and Child Welfare) to the CEC are provided.

Thus, the scheme as implemented in Cuddapah district has been successful in achieving the goals set by the national scheme, according to the broad framework developed at the national level.

ROUNDTABLE | **INDONESIA**

Title: *Functional Literacy Pilot Project*

Presenter: **Mr. Suyono**, Head, Sub-directorate of Directorate of Community Education, Ministry of Education and Culture, Jakarta and Ms. J. Dixon

Indonesia is presently implementing the Third Non-formal Education Project of the Directorate of Community Education, within the Directorate General for Out of School Education, Youth and Sports in the Ministry of Education and Culture.

Prior to initiating the new functional literacy project, Indonesia had succeeded in reducing the illiteracy rate to 12.6 per cent through a national programme called *Paket A*. This programme included a series of 100 books and was implemented through a top-down centralized structure. Although many people learned to read through this programme, after nearly 20 years programme staff realized that a new, updated approach needed to be utilized to reach the remaining illiterates who could not be reached through a conventional approach due to geography, culture, and other circumstances of work and daily life.

The new functional literacy pilot test is using a bottom-up approach, based of four principles:

- **Local Context.** Learning materials are based on local situations, resources and language;
- **Local Design.** Each group selects book and develops learning activities based on the needs of the learners;
- **Participatory Approaches.** Learners participate in creating their own learning materials and the tutor helps the group work together with other resource agencies in the community; and
- **Action Outcomes.** The measurement of success depends on how well the learners are able to use their reading, writing and maths skills in improving their daily life and living circumstances.

The functional literacy programme includes three stages: overcoming illiteracy; building skills; and, continuing education. The building-skills stage is of particular importance in the pilot test because little is known about what skills learners need to develop before they can reach the continuing-education stage where they are self-reliant learners. An evaluation of the pilot test which will take place in February, 1998 should shed some new light on this issue.

Another important issue that has been identified from the pilot test is the need to develop a decentralized support system. Although the Directorate General of Out-of-School Education, Youth and Sports has over 240 District level Training and Resource Centres, these centres have been under-utilized. Because the Paket A was centrally developed and administered, all of the administrative and management structures are set up to efficiently deliver books and training through a top-down strategy. However, the new functional literacy approach requires more participation in the design of programmes and the development and local materials. District level Training and Resource Centres are ideally located to serve this purpose if they receive additional training and programme development. It is hoped that the Centres will be able to provide five types of support services:

- Clearinghouse for distribution of materials;
- Centre for participatory development of local materials;
- Materials production for printing and copying for other programmes as well as functional literacy;
- A Training centre; and
- An implementation assistance centre to help local government set up literacy programmes.

Issues raised for discussion

Issues were raised regarding the authenticity of data on illiteracy rate. It was indicated that the illiteracy rate as of 1996, which is 12.6 per cent was obtained from the National Statistics Bureau. Questions were also raised regarding the teachers and their salary for non-formal education, the kind of curriculum adopted for functional literacy and what skills development activities are encouraged in functional literacy programmes.

It was observed that teachers from secondary schools are not very keen in taking up NFE classes as they have other opportunities to earn extra income. At present, elementary school teachers are more involved in non-formal education programme as volunteers.

Regarding identification of skills in functional literacy programme, the learners decide the skills that they wish to learn or those they find useful. In this process, the learners are involved in decision making and problem solving which are important aspects in life.

Further, the issues on the use of Paket A and Paket B capacity building for tutors, adaptation of learning materials into local needs, and the needs-based curriculum for non-formal education were discussed.

Title: *Experiences in Irian Jaya*

Presenter: **Mrs. Yuliana Yoku**, Baliem Valley Foundation, Irian Jaya, Indonesia

Literacy and continuing education programmes have been carried out in the whole of the country since 1945. The programmes are carried out through:

1. Out-of-school education programmes
    - Paket A
    - Paket B

2. Social Organizations
    - Dharma Wanita (Women Association)
    - PKK (Women Social-Welfare Movement)
    - Religious Women Association (Wanita Katolik, Persatuan Wanita Kristen)
    - *Karang Taruna (Youth Association)*

The following constraints are based on experiences in Kurulu Sub-district, Wamena; Kimbin Sub-district, Wamena; and Sentani Sub-district, Jayapura:

1. Tutors
2. Human resources
3. Donation problems
4. Limited facilities
5. Negative culture
6. Way of thinking (lack of knowledge)
7. Technical assistants

■ Issues raised for discussion

Literacy, continuing education and vocational education are needed by the people in Irian Jaya and this and should be addressed by the national government and by international educational organizations such as UNESCO.

The major target groups are:

1. drop-out children (especially in rural areas)
2. youth groups (Karang Taruna)
3. Women groups (PKK)

ROUNDTABLE NEPAL

Title: *Literacy and Continuing Education Nepal*

Presenter: **Mr. Jibachh Mishra**, District Education Officer, Makawanpur District, Hetauda, Nepal

The Kingdom of Nepal is a land-locked country with a population of 18 million, the highest country in the world with different ethnic groups. It has a multi-party democracy with 5 regions, 14 zones and 75 districts.

In 1951, the literacy rate was estimated at 2 per cent with a female literacy rate of only 0.7 per cent. This figure stood at 40 per cent in 1991, with male and female rates 55 per cent and 25 per cent respectively. Nepal has laid great emphasis on meeting basic educational needs by the end of this century. Education is free from years 1 to 10 and Nepal has a high level council on technical and vocational education, the CTEVT.

Policy statements at the national level on literacy continuing education under the Education Regulation 1992 NCNFE have been promulgated. The NCNFE is chaired by the Minister of Education. The Executive Committee at the national level is chaired by the Secretary. Some of the major points of the issuances are:

1. **Goal:** basic education for all by 2000 AD;
2. Organizational arrangements for planning, administration and implementation within the non-formal education section, the BPEP, the Regional Education Directorate, DEOs, other GOs, District NFE Committees, Villages, Municipality campaign committees, ward literacy campaign committees, class management committees, etc.;
3. **Training arrangements:** master trainer's training, trainers' training, facilitators' training and supervisors' training;
4. **Field implementation strategies:** initial needs surveys, identification, decentralization policies, quota distribution, facilitators' selection, supervisors, monitoring and evaluation;
5. **Present scenario:** 5 literacy levels, campaign approach in municipalities and 100 VDCs, priority to NGOs, NFE in mother-tongue, nation-wide curriculum, NGOs encouraged, training provided, GO budget increased by 2 per cent of total budget, equivalency test for OSP graduates, Radio and TV used;
6. **Programme:** out of school programmes (OSP), woman education programmes (WEP), Adult Education Programmes (AEP); and
7. Supervision and evaluation continuously with a final examination. The conclusion is to reach 67 per cent by 2000 AD.

Title:	*A Brief Overview on Literacy Programme in Nepal*
Presented:	**Trilok P. Neupane**, Chairman, NGO Coordination Committee, Morang, and Executive Director, Centre for Community Development Services, Nepal

Nepal is a developing country in South-Asia comprised of 5 development regions, 14 zones, 75 districts, 3,936 VDCs (Village Development Councils) and 58 municipalities. The national literacy rate, according to 1991 national census, is 40 per cent, of which the female rate is 25 per cent and male is 55 per cent). Girls' enrolment in the school is 61 per cent and girls' drop-out rate is higher then the boys. There is also lack of trained teachers and physical facilities in schools.

The Government of Nepal and national NGOs have been involved in literacy programmes with cooperation of international NGOs and international agencies. There are 338 national NGOs, 16 international NGOs and 5 other organizations working for the promotion of NFE (A survey report 1995). They have established programmes for training, material production, planning, management, monitoring, evaluation and innovation of NFE in Nepal. The National Council for NFE has been issued new directives for mobilizing NGOs for planning and management of NFE projects.

Female participation in non-formal education is increasing and encouraging. Females are more interested in functional post-literacy programmes and some NGOs have started such projects where adult literacy programmes are integrated to income generating activities.

There is a lack of reliable source of data and information on literacy projects and their impact or effects on project beneficiaries. NGOs feel they lack expertise, necessary preparation and request more training. They also need greater logistic support and materials.

Most NGOs projects are donor-oriented and work according to the interests and wishes of these agencies. There have been efforts towards cooperation and co-ordination among and between the NGOs, international NGOs and government line-agencies for quality improvement of NFE programmes. NGO-Co-ordination Committees have been working as umbrella organizations to coordinate the NFE programmes in the districts.

■ Issues raised for discussion

A series of issues were raised regarding the non-formal education programme in Nepal. Some of the major issues raised during the roundtable were as follows:

1. The lack of co-ordination among NGOs, international NGOs and GOs in the planning and management of literacy programmes. This seems to have been one of the factors impeding successful literacy programme.
2. The need to strengthen NFE programmes was also raised in order to combat the high illiteracy rate prevailing in the country.
3. The need for development of literacy learning materials in local dialects to suit the local needs. It was noted that there is a lack of appropriate functional literacy materials and post-literacy materials for learners. There was also general concern for a needs-survey of different communities to identify their respective needs.
4. Questions were raised regarding the opportunities for those children who do not join formal school and for those who complete literacy programmes in the non-formal education system.
5. Issues were also raised as to how the government is going to sustain the project when funding agencies withdraw their assistance, particularly since projects now provide meals at NFE centres.
6. Competition among the parties and NGOs to establish NFE centres in communities is not an effective way of promoting literacy programmes.

ROUNDTABLE	**PAPUA NEW GUINEA**

Presenter: **Mr. Stephen Lapan**, Assistant Secretary, NCD Education Division, Papua New Guinea

Papua New Guinea is a mountainous, tropical country which has approximately 4 million people of diverse cultures with over 800 different languages. It is situated north of Australia and slightly south of the equator on the edge of the Pacific Ocean.

The philosophy of education of Papua New Guinea, approved in 1988, calls for *Integral Human Development* as its ultimate aim of education. To achieve this aim, the child is to be educated in all four aspects: social, spiritual, political and economic dimensions. The philosophy of education called for an education system that caters for the needs of Papua New Guinean children. One of the directive principles of the constitution emphasizes indigenous Papua New Guinea ways. The traditional values, knowledge and skills do not seem to be transferred to the younger generation.

Papua New Guinea, at this point in time, is developing a national policy on continuing education. The philosophy of education emphasizes the need for integral human development. The continuing education programme is incorporated under the relevant Education for All Programme. The main objective of non-formal education is that the programmes should meet the basic needs of human beings. A literacy plan for non-formal education is being developed by the National Literacy and Awareness Council (NLAC).

The reform of education is making schools more relevant and is improving access by pupils, as well as catering for continuing education. Vocational providers, CODE, and the Institute of Continuing and Distance Education are major parts of the current reform.

Vocational education is one type of continuing education programme under the education system. The purpose of these centres is to cater for disadvantaged people, especially grade 6 leavers. The College of Distance Education (CODE) was established to provide alternative secondary education for people who are unable to further their education. It functions administratively through a central head-quarters and provincial centres. People who successfully attain the required grades continue with the matriculation courses with the Extension Studies at the University of PNG.

The second form of continuing education is Non-formal Education (NFE). These programmes are mostly organized and managed by the NGOs, both church and non-church.

■ Issues raised for discussion

As a mountainous country with diverse cultures and traditions with over 800 languages, it has been difficult in the past to provide an effective formal centralized education system that would meet the needs of Papua New Guinean children, especially in the rural areas.

ROUNDTABLE PAKISTAN

Presenter: **Mr. M.H. Mujahid**, Project Director, Prime Minister's Literacy Commission, Islamabad, and **Mr. Babar Bilal**, Bunyad Literacy Community Council, Lahore

Pakistan is the fourth largest country of the Asia and Pacific region with a population of 134 million people. It has very high illiteracy rate (61 per cent) which is more pronounced in rural area and among females. There are 60 million illiterates in the country. Pakistan is constitutionally committed to eradicate illiteracy and provide basic education within a minimum time. Previous efforts for the promotion of literacy and mass education were made half heartily and most were discontinued due to one or other reasons.

The formal education system, due to a lack of resources and other administrative problems is unable to cater for the needs and requirements of basic education. There is a very low participation rate (73 per cent) and a high drop-out rate (50 per cent). There are more than 100,000 small (less than 300 persons) communities where formal school cannot be constructed. On the recommendation of a UN Inter-Agency Mission, the Government of Pakistan formulated the **Non-formal Basic Education Community School Project (NFBE).** This programme is based on a home school concept and provides primary education facilities for children aged 5 to 14 years. Under this programme, one room or building is provided by the community while learning materials and an honoraria for a teacher are provided by the government. The teacher, usually female, comes from the same community. The curriculum of the formal system is followed and the course is completed with 3 to 4 years instead of the 5 years of the formal system. So far, 7,000 NFBE schools with an enrolment of 210,000 have been established.

The programme was launched by the Prime Minister's Literacy Commission through NGOs and the CBO. NGOs, like Bunyad in Punjab, are very effective for implementation of the programme. NGOs have many other programme of continuing education and poverty alleviation in addition to non-formal basic education. Bunyad has also established 8 Basic Education Research Training Initiative Centres (BERTI) in 7 districts of Punjab. These centres provide training to the field functionaries of non-formal education together with capacity building of smaller NGOs and CBOs.

Since the NFBE school programme has been well received by communities, it is being expanded from 10,000 to 250,000 schools targeting 8 million children. The expansion of the programme includes establishment of 35,000 non-formal middle schools through upgrading of NFBE community schools. A further programme of non-formal education for rural woman has been formulated and is to be implemented with the support of the Asia Development Bank. The programme is for women aged 15 to 35 years. It provides literacy, functional primary education, skill orientation and micro-credit. It will be implemented in selected areas of Punjab and Baluchistan and will target 225,000 rural women.

■ Issues raised for discussion

Non-formal education can also be expanded through a distance education strategy since it could harness the resources of the Allama Iqbal Open University (AIOU) which provides education from matriculation to PhD. All these programmes are equivalent to the programmes of formal education system.

ROUNDTABLE PHILIPPINES

Title: *Comprehensive Education and Community Development Programme (CECDP) of the Municipality of Valencia, Negros Oriental, Philippines*

Presenter: **Norma L. Salcedo**, Head, Secretariat of the Literacy Co-ordinating Council of the Philippines

The Comprehensive Education and Community Development Programme (CECDP) is intended to respond to all educational needs of the municipality, including literacy and integrates the same to the municipal development plans and programmes. Key actors in the programme are:

1. The LCC which provides technical and financial support;
2. The University of the Philippines which provides technical assistance as it has chosen Valencia as one of its model community extension sites; and
3. The local government of Valencia which manages the programme.

The objectives of CECDP by the end of May 1997 are as follows:

1. Reduction of illiteracy and semi-literacy rates by 50 per cent;
2. Setting up of a Barangay Learning Centre in 21 out of 24 barangays;
3. Increase agricultural productivity and rural income to ensured food security and to empower rural farmers; and
4. Develop social consciousness and a sense of responsibility among Valencianoes.

The programme has four major components:

1. **Agriculture:** This component aims to increase agricultural opportunities, acquisition of advanced technologies for production and marketing; pest and disease control; introduction of high-earning crops; and promotion of upland fish ponds and animal dispersal.
2. **ID systems and social services:** This is tasked to facilitate, expand and enhance efficient distribution of social services to constituents/beneficiaries, including improvements of tax collection, health services, electrical subsidy, tax consciousness, voters education, and other services.
3. **Community Resources Development:** This closely links the education, literacy and training programmes to the development plans and programmes of the municipality. It seeks to develop the community's capability to run their own education and other community programmes and projects.

4. **Eco-tourism:** This is tasked with identifying all scenic spots, natural resources and ecosystems, and in developing programmes intended to protect and develop the municipality's forest and wildlife resources.

■ Issues raised for discussion

The project has substantial accomplishments; namely, control of agricultural pest and diseases; diversification of agricultural crops; introduction and adoption of modern agricultural tools and techniques including distribution of seedlings, organic fertilizers and pesticides; the use of the irrigation; and improved animal dispersal.

The project has also helped provide greater access to social services, particularly health, pre-school basic education and has assisted in the identification of illiterates and semi-illiterates and the regular holding the literacy classes by trained community teachers.

The introduction of CECDP has made local officials more committed to their mandate of improving the quality of life of the community while the community has become more self-reliant and participative in community development projects.

ROUNDTABLE VIET NAM

Title: *Planning and Management of Literacy Project for Ethnic Minorities*

Presenter: **Mr. Vu Van Duc**, Senior Expert, Continuing Education Department, Ministry of Education and Training, Hanoi, Viet Nam

After 10 years implementing the open policy, Viet Nam has already achieved important results. The continuing education system is an important part of the education and training of the State. The basis of the innovation of continuing education in Viet Nam is shift from meeting the needs of a subsidized, central economy to meeting the needs of a multi-sectors, market economy.

The former name of the continuing education were public literacy and complementary education. The continuing education has been starting in Viet Nam since 1987 after implementing the open policy with many sectors of the economic system. Now, equivalency education programme and literacy work are the most important functions of the continuing education system.

Non-formal secondary education included two levels: (1) Lower secondary complementary education (from 6-9 grade) and (2) Upper secondary complementary education (from 10-12 grade). There are nine subjects for equivalency education. They are Mathematics, Physics, Chemistry, Biology, Literacy - Vietnamese language, History, Geography, English and Citizen. The Ordinary Nation Diploma (OND) for equivalency education are equivalent to OND for formal secondary education. If somebody have OND for Upper Secondary Complementary education, she or he can attend the exam to enter any university.

Still in 1990, in the whole country there were over 2 million people from 15-35 were illiteracy and over 2 million children at the age of 6-14 who did not go to school. To solve the above mentioned situation, many solutions are proposed. According to the Decision of the Central Government, we have to fulfil the illiteracy eradication by the year 2000 for all people from 15-35 year old. The reach this aim, from now to the year 2000, eradication of literacy for at least 250,000 people and organization of post-literacy for 200,000 people per year are planned. We believe the literacy work will be fulfilled in the coming year.

The long-term objectives of the project are to improve provision of literacy books and promote a teaching methodology which is relevant for the ethnic minorities in the highlands of Viet Nam. The aim is to increase the number of literate people, especially among women and children in the ethnic minority areas of Tien Yen district of Queng Ninh province and thus to improve the knowledge of education and increase the capacity for changing life for the better.

The 1997-1998 short-term objectives of the project are:

1. To produce a set of literacy books (3 textbooks, 3 exercise books and one guidebook for teachers). This set of books will be trialed and adopt a student-centred teaching method to improve the quality of teaching and learning.
2. Six local people will be trained to become teachers and 6 literacy classes will be organized at villages for 127 students (43 women).
3. The literacy monitoring system in Tien Yen district will be improved.

The Research Centre for Literacy and Continuing Education (RCLCE) of the Ministry of Education and Training is the implementing unit of the project. The main project activities are as follows:

Activities	**Participants**	**Time**
• Survey of two communes: Dai Duc and Dong Ngu	RCLCE, SCF/UK, DEO (District Education Office)	12/96
• Write report and proposal of activities	RCLCE, SCF/UK	1/97
• Develop materials	RCLCE, SCF/UK	5-7/97
• Train teachers (local people)	RCLCE, SCF/UK, local staffs, 6 local people	8-11/97
• Organize literacy classes at villages	DEO and 6 teachers	9/97-3/98
• Implement monitoring system	DEO and teachers	9/97-3/98
• Evaluate books and teaching methods	RCLCE, SCF/UK, DEO, 6 teachers	4/98
• Trial of books	RCLCE	4/98
• Develop local post-literacy materials	SCF/UK and two communes	4/98

■ Issues raised for discussion

It is hoped that the project will be successful, especially the use of literacy books, curriculum and methods of teaching. Local Education Offices (Tien Yen district and Queang Ninh province) will implement and expand literacy activities.

Title: *Save the Children's Fund-UK in Viet Nam*

Save the Children's Fund-UK (SCF/UK) is a NGO and the literacy project is one of the components in their basic programme in Dai Duc and Dong Ngu Communes, of Tien Yen District, Quang Ninh province. The illiteracy rate of the ethnic minority people is high with 42 per cent of people between the ages of 25 and 35. Ethnic minorities have their own language but it has no orthography.

The Research Centre for Literacy and Continuing Education (RLCE) and the National Institute of Education and Science (NIES) conducted a survey to examine issues related to the lukewarm attitudes of teachers for literacy activities and the lack of knowledge for local language and practices. The survey results indicated a need to organize literacy classes in the community since illiterates wished to attend classes and literate people were willing voluntarily teach literacy classes.

Problem encountered in the project with suggested solution

Problems	**Solution**
1. Improve teachers knowledge	1. Conduct capability building programme to train teachers in knowledge, attitudes and skills
2. Learners materials	2. Reading materials for basic literacy with writing, reading, etc.
3. Curriculum/contents on subject matters	3. Curriculum must be adaptable to the learners
4. Learners do not understand the lessons	4. Follow-up on evaluation needed
5. Drop outs	5. Flexible time for the learners
6. Difficulty in monitoring (far away places)	6. Set a time schedule for monitoring, quarterly/annually

The Research Centre for Literacy and Continuing Education is responsible for the management of the continuing education system in the whole country. At the provincial level, there are CE Sections responsible for literacy and continuing education while at the district level, there are CE centres or complimentary education schools. A campaign of strong advocacy and social mobilization is reaching the whole country of Viet Nam.

SYNTHESIS OF INSIGHTS GAINED FROM COUNTRY EXPERIENCES AND CASE STUDIES

There were five case studies presented during the workshop, namely: the Centre for Education of Rural Women of Shivapur Village, Pune District, Maharahtra State of India; the Gobi Women Project of Mongolia; the Keoku Learning Centre of Vientiane, Lao PDR; The Summary Equivalency Programme of Indonesia; and the Training of Planning and Management of Personnel of Literacy and Continuing Education of Chuadanga District of Bangladesh. There were 12 country experiences presented in 5 roundtable discussions. These countries are: China, Bangladesh, Bhutan, Cambodia, India, Indonesia, Nepal, Pakistan, Papua New Guinea, Thailand, the Philippines, and Viet Nam.

The projects presented indicate that they attempt to respond to well-defined needs in literacy and non-formal education. The majority are set within the context of over-all community development efforts utilizing a holistic approach in contrast to sectoral approach to development work. This holistic approach is reflected in a number of country experiences such as those in India, Cambodia, Viet Nam and the Philippines.

The majority of presentations recognize the correlation between poverty and illiteracy, although there are insufficient empirical data and scientific evidence to back up this assumption. In view of this recognition, national leaderships of the countries represented in the workshop have manifested a high commitment to the eradication of illiteracy through various strategies. A number of countries have national directives geared to EOI, such as China, Pakistan and Bangladesh. In Indonesia, the government is presently implementing Pakets A, B and C in response to the 1994 Presidential directive to increase the number of years of compulsory education from 6 to 9 years and substantial funding is allocated by the government for this effort. The national policy of **gotong royong** (the haves should help the have nots) is translated into specific EOI measures.

In countries with limited educational resources, efforts are being made towards solicitation of assistance from the private sector as well as from local and international funding agencies. Mongolia, Lao PDR, Cambodia, Thailand and the Philippines are presently undertaking literacy and non-formal education projects with assistance from such agencies.

Advocacy and social mobilization are also well attended to by the country programmes and the projects described in the case studies. Efforts along these lines are directed not only to project beneficiaries but also to policy-makers, planners, the private sector, non-government organizations and other stakeholders in order to solicit their cooperation and subsequent commitment to literacy and non-formal education.

There are indications of growing strategic partnerships between governments and the above mentioned agencies. These partnerships are generally aimed at reducing duplications and complementation of programmes. Further, linking and networking is a common strategy among these countries in their pursuit of accessing resources and in evolving synergistic working relationships.

The country experiences and case studies point to the need for support infrastructures that will help ensure the efficient implementation of EOI. The participation of other development sectors are critical factors in literacy work. Physical infrastructure including roads and communication facilities, market opportunities have been identified as playing important support roles.

Incentive packages are likewise in place among the majority of projects presented during the workshop. In Cambodia, there is a loan facility for graduates of the literacy programme which is funded by the Lutheran World Service. In Indonesia, amenities like free uniforms, learning supplies and materials/books are provided to the participants of Pakets A, B and C. This is also true in Pakistan, Bangladesh, Bhutan and Nepal.

The majority of the country presentations and case studies indicate that there is still a tendency towards a vertical top-down decision making process. However, there are substantial efforts to evolve community-based planning and management initiatives in EOI. Local participation is fast emerging as an important strategy of implementation, thereby making the community members feel that they are the owners of the programmes and projects.

This strategy has provided impetus to voluntarism among the field implementors, as reflected in the projects of Mongolia, Viet Nam, Cambodia, and Indonesia. However, there are indications that his spirit of voluntarism needs to be sustained. Considering the difficult tasks carried out by volunteers, appropriate incentive packages for them need to be developed.

One area which still needs to be solidified is the development of databases that could be used by project management in the planning, revision or reformulation of strategies in mid-stream phases of project implementation. Project monitoring and evaluation activities, particularly cost-benefit analysis, likewise need to be consolidated by many projects presented in the workshop. Many efforts along these lines are still in the process of testing and validation.

Still another area that is considered as still in its infancy stage is the use of technology-based learning delivery systems, specifically the use of the Internet for direct instruction. The majority of the projects already make use of distance education approaches utilizing the broadcast media, self-learning modules and multi-media computer assisted instruction but at present the Internet is still primarily used for administrative and communication purposes. Its possibilities for instantaneous interactive learning in literacy needs to be further explored.

Attention to capability-building among project-planners, managers, field implementors and other project staff, is highly evident among the projects presented in the workshop. In particular, the need for training in the areas of project-planning, management, research, evaluation and the use of information technology have been identified as priority training concerns.

The presentations further indicated substantial efforts at moving towards borderless structures between the formal and non-formal sectors. Specifically, the Pakets A, B and C of Indonesia have installed a system whereby the NFE students can get into the mainstream of the formal sector upon taking the necessary equivalency test, and vice-versa, when the need arises.

In many country experiences the role of the woman, especially the mother is considered as a primary factor in the promotion of literacy among the population. In Irian Jaya for example, the women-folk assume major functions in teaching their children how to read and write under the guidance of volunteer trainers.

Learning in the socio-cultural context, as manifested in needs-based and demand-driven curriculum as well as locally-adapted learning materials, is the main point of focus of many projects presented in the workshop. Many NFE projects already make use of locally-developed curriculum prepared by the education sector of the community, with inputs from clients and other project beneficiaries. Even in areas where the community uses nationally-produced materials, the field implementors translate and adapt these materials to the locality where they are used.

REPORT ON FIRST WRAP-UP

Rapporteur: **Mr. Dorji Wangchuk**, Bhutan

■ Introduction

My report of the wrap-up session for the first part of the workshop includes a brief account of activities that were carried out over the three days. During the first 3 days of the workshop, the sessions were focused on exchange of experiences among the participants through presentation of case studies and country reports in roundtables and plenary panels. There were 10 roundtables and five plenary panels. The following countries presented their case study in plenary panels: India, Mongolia, Laos and Indonesia.

■ Content areas

The following content was covered in the presentation of case studies and countries reports during roundtables and plenary sessions:

1. Status and overview of literacy;
2. Organizational structure of management for literacy programmes and continuing education;
3. Implementation structures;
4. Education policy framework for literacy programmes and continuing education;
5. Guiding principles for literacy programmes;
6. Financial and funding sources;
7. Examples of success and problems encountered; and
8. Supervision, monitoring and evaluation.

■ Issues raised and discussed

The following were some of the general issues that attracted lengthy discussion:

1. Funding for literacy and continuing education;
2. Sustainability of projects and programmes;
3. Incentives for literacy personnel;
4. The concept of volunteers in literacy programmes;
5. Budgetary implications for literacy programmes;
6. Development and production of teacher training materials;
7. General problems pertaining to monitoring and evaluation systems;
8. Roles of NGO's and international NGOs;

9. The need for strengthening integration of literacy programmes with activities of other organizations; and
10. Decentralization of planning and management to the local level to inculcate a sense of ownership.

■ Observation and impressions

All the presenters were very well prepared and made their presentation in an attractive manner. The discussants and chairpersons were equally capable of organizing and leading discussion effectively. The plenary panels and roundtable sessions provided a good forum for all the participants to share their experiences, clarify their doubts, and learn from the experiences of other countries.

WRAP-UP

Rapporteur: **Ms. Norma L. Salcedo**, the Philippines

Good afternoon (Magandang Hapan, Mabubay). My task is to give a very simple impression and to highlight the first part of this workshop in which planning and management of literacy and continuing education was discussed, in both panels and roundtable discussions.

■ Presenters (Plenary Panel and Roundtables)

Presenters and discussants were all equipped with appropriate knowledge, skills and attitudes. Presenters had eye to eye contact with participants and a mastery of the topics presented. They were kind enough to entertain questions and issues raised by the participants. Resource persons and moderators were all approachable, competent and capable.

■ Involvement of participants

All people participated actively in the discussions with 100 per cent attendance for both panels and roundtables. Attention was paid to the sharing of ideas and experiences of different countries. People were cooperative and enthusiastic to the ideas shared and provided appropriate feedback.

■ Topics discussed

The topics discussed were relevant to the situation and to the theme of the workshop which was planning and management of literacy and continuing education. Almost all countries shared similar problems in providing literacy and continuing education programmes. Common topics included: budget/funding assistance, implementation, advocacy and social mobilization, capability building (or training), lukewarm attitudes of illiterates and parents, strategies, monitoring and evaluation.

■ Observations

Asking questions of others is one way of improving our own projects. Participants were sincere and concerned for problems of other projects and much was gained from sharing ideas, giving suggestions and framing solutions. Some of the special issues were sustainability of the projects, institutional planning, gender, development and environment.

UNESCO-PROAP act as an access partner for these projects and show concern for these particular issues and concerns.

Chapter Two

PROJECT CYCLE

Chapter two presents a summary of theoretical inputs concerning the project cycle of literacy and continuing education and major outcomes of the group-work, based on field visits.

The session commenced with presentations, by resource persons, on the entire cycle of literacy and continuing education projects: from planning, management, monitoring, to the evaluation phase. A briefing on the logistics of the field visits was provided by the local hosts. These presentations were followed by group work, based on the information about the project sites to be visited, to develop instruments for observing key aspects of the project cycle.

Participants, in three groups, conducted field visits in three locations in Solo to observe literacy and continuing education activities, with attention to the planning and management aspects of the projects. The three projects visited were: Literacy project in Wonogiri District; Paket B (continuing education) project of Pioneer; and, Private course of Indah. Participants utilized the instruments developed earlier for the field observation. Follow up discussions were undertaken by the same small groups, the outcomes of which were shared at the plenary session.

■ Introduction

The project cycle of literacy and non-formal education was discussed in order to provide a context for the workshop field visits to three project sites. The discussion was designed to review the complete process involved in the life span of a project; from inception to post-project phases. This review served as a framework for the identification of both indicators for which data needed to be generated during the field visits, as well as the development of appropriate data gathering instruments.

■ The total project cycle

The project cycle of a literacy and continuing education project generally consists of three phases: the pre-implementation phase, the implementation phase and the post-project phase.

The pre-implementation phase involves the following major tasks: project identification, preparation of the project proposal, and finalization of the project proposal. The activities undertaken during the project identification stage are:

1. identification of the specific problem to be addressed by the project,
2. preparation of the project justification and project objectives, and
3. identification of the project beneficiaries.

These activities help project planners in determining the basic parameters of the project. That is; why it is needed, the project's goals and objectives, the target beneficiaries and what is to be accomplished.

Project preparation includes development of the project design and preparation of the project proposal. After feedback from decision-makers and/or funding agencies are obtained, the next activity is finalization of the project proposal. The preparation of the project proposal is a major activity which provides the basis of the project plan which is a comprehensive document designed to present the merits of the project to decision-makers and potential funding agencies.

Upon approval of the project proposal, implementation properly ensues and project management subsequently conducts the various activities. During implementation phase, the tasks are:

1. hiring of staff,
2. setting up of project offices and a field operation centre,
3. organization of project resources,
4. co-ordination of project services; and
5. development/preparation of project outputs.

Project monitoring is conducted to determine if the project is proceeding as planned and if project outputs are achieved. Monitoring and evaluation activities are carried out at certain times during the life span of the project (quarterly, annually, mid-project period or some other identified project stage) to determine the quality of project performance.

The post-project phase is the stage when project completion reports are prepared as required by higher authorities or agencies that funded the project. It is also the time when a post-project evaluation is conducted in order to determine its effects and/or impact on the beneficiaries and other project target clients. Project completion reports and evaluation reports serve as the basis for subsequent planing work and for decisions regarding possible continuation or expansion of the project.

■ Field visits

The workshop participants were divided into three groups and each group visited a literacy or NFE project site, as follows

- **Group 1: Indah Private Course, Surakarta Municipality**
- **Group 2: OBAMA Project in Wonogiri District - Literacy Programme**
- **Group 3: Pionir Private Course, Karanganyar District - Paket B (Continuing Education)**

Resource persons provided a broad framework for analysing and understanding the project cycle of literacy and continuing education. On this basis, groups developed their own data-gathering instruments to be used for the field visits.

Mr. Suyono of Indonesia provided a brief introduction on the three project sites to be visited and this was further elaborated in the group discussions held prior to the field work.

A summary of the three field visit reports follow. They include: a brief introduction to the project; an overview of the data-gathering instruments used during the visit; and highlights on the visits.

Group 1 – Indah Private Course, Surakarta Municipality

■ Introduction to the project

Project:	Providing continuing education for the poor in dress making
Name of the Course:	Indah Private Course
Location:	Kepatihan Kulon, Surakarta
Commenced:	1979
Organizer:	Mrs. Soeparto, Active member of several women's NGOs
Management:	Executed by the Family
Kind of Activities:	Providing scholarships for the poor to allow them to join the sewing course until they have finished the course
Government Networks:	o Received Rp5,000,000 (US$1,000) from the government for 20 learners to study the sewing course until they pass the national exams. o Received students from vocational secondary schools for sewing to do an apprenticeship in an Indah private course for three months.

Achievements:	- Received many awards in sewing - Won many competitions - Produced successful alumni - Provided more knowledge for tutors by involving them in seminars in the country and abroad - Provided the capital for their neighbours who have finished the course to start their own business in sewing.

■ Data-gathering instruments used during the field visit

The group was divided into three sub-groups to observe: the pre-implementation phase; the implementation phase and the post-implementation phase of the project. Each sub-group prepared a data-gathering instrument, as follows:

Pre-implementation phase

1. What is the objective of the project?
2. Of the course participants, how many are women? How many are men?
3. What are the ages of women who attend the course?
4. Can you tell us the educational background of the participants?
5. Are they poor? If yes, do they get scholarships?
6. Who conducted the needs assessment?
7. What tools and methods were used in the needs assessment?
8. Were the learners assessed? What did they want to learn?
9. What do the learners sew?
10. Of the course participants, how many finish the course?
11. How many graduates obtain jobs? How many put into practice the skills that they learned? How many apply for loans or credit?
12. Do they get certificates from Indah?

Additional questions

1. Who developed the curriculum?
2. Who are the tutors? Are they volunteers?
3. Do they have learning materials?
4. What is the length of the course?
5. How much is the tuition fee?
6. What is the teacher-student ratio?
7. What is the attendance rate?

8. Are the students motivated or interested in the course?
9. What is the salary or incentives for tutors?

Implementation phase

1. Which organization is implementing the project?
2. Does the project link up with other agencies/groups? If yes, kindly identify.
3. How does the project relate to the education ministry and the local government unit?
4. What is the management structure created for implementing the project?
    - a) How was it organized?
    - b) What is the staffing pattern of the project?
    - c) How many personnel does the project have?
    - d) What are the functions of the personnel?
    - e) How is the policy of the project implemented?
5. What are the technical and academic inputs involved in the project?
    - a) Qualification of the teacher/tutor
    - b) What are the training activities involved to improve the quality of inputs?
    - c) What are the schedule of activities?
    - d) What are the methods, techniques and strategies?
    - e) What is the duration of every session?
6. How are these inputs developed and provided?
    - a) Who provide the equipment and materials?
7. What are the project costs?
    - a) What are the initial expenses incurred by the learners?
    - b) How much is for counterpart management?
    - c) How much is for the capital cost? Recurring costs?
8. How are decisions made during project implementation?
9. To what extent are the beneficiaries themselves involved in decision-making processes?
    - a) Management decisions?
    - b) Teacher/tutor decisions?

Post-implementation phase

1. How do you carry out the evaluation?
    - a) Curriculum, materials (quality, relevance)
    - b) Evaluation instruments/tools
    - c) Knowledge/skills of teachers or tutors
    - d) Project management (co-ordination, staff management, financial management, maintenance of equipment)

   e) Follow-up of learners (drop-outs, graduates)
   f) Linkage with employment generation opportunities

2. How do you carry out field observation?

   a) Who? Project managers? Project co-ordinators?
   b) What are the instruments/tools?
   c) How do you analyse of field observations?
   d) How do you bring about changes based on field observations?
   e) How long does it take to bring about changes?

3. Have you made any changes in the project?

   a) Based on what considerations?
   b) Based on what data?

■ Group report on the visit

The data-gathering instruments and techniques used during the field visits were:

1. Observation,
2. Interview, with the use of the above interview guide, and
3. Review of printed project documents

Pre-project phase

1 The INDAH Project addresses income-generation activities in Kepatihan Kulon village. The main objective of the project is to help community people, especially women, to increase their family income and to improve their quality of life. Therefore, the main target group of the project is women aged 18-25 years.

2 INDAH is a business-based project. Mrs. Suparto who runs the project started it by developing her own innovative business idea and expanding it into a continuing education programme of the government.

3 The impact of the project on women of the village is positive. Many who finished the dress making course started their own businesses and earn more their husbands.

4 The learners are graduates of junior high schools. INDAH has 46 learners, of which 5 per cent are males. It has 7 instructors. Most learners came from middle to lower-middle class strata of society. There are also some poor learners who are enrolled free of charge.

5 INDAH has three levels of training, namely: basic, intermediate and advanced courses, all based on the national curriculum. Each course is of 6 months duration. After completion of the course, participants take an examination and those who pass are awarded certificates of completion.

Implementation phase

The managers of INDAH are responsible for the implementation of the project. However other agencies, institutions and organizations, (for example, P.K.K., WCMJCC, YCMJCC, AYC and the World Bank) have supported the project. The World Bank provided 50 million Rp. for learner scholarships.

The project has 25 staff. The head of the organization and the staff meet once a month to identify problems and to try to solve them. Learners make their own decisions as to whether they finish the course or not.

Teachers are graduates of a diploma course and are required to pass all professional examinations before they are given a teaching load. The management have always tried to improve and expand their programme by monitoring recent trends in the fashion world.

The training schedule is flexible and learners may choose their own training schedules. Methods used by teachers include lectures, demonstrations, and practicum. The duration of the session for Level One (basic) is 4-5 months, for Level Two (intermediate) 6 months, and for Level Three (advanced) is 6 months.

Each learner has to pay a tuition fee ranging from 12,500 Rp up to 25,000 Rp depending upon the length of the course they take. The institution provides the learning equipment while learners have their own materials.

Post-implementation phase

The director of INDAH, Ms. Suparto, has established a good income-generating training organization. There is a provision for formative and summative evaluation. The evaluation tools include: demonstration, written tests and other forms of examination. The project is well-managed, with a strong partnership between the staff, learners and the community.

The project has two curricula, one for dress making and another for flower decoration. The flower decoration course has been running for the last three years.

Findings/lessons learned

1. Learners who belong to poor families have the opportunity to learn modern ideas of fashion.
2. It is possible for private groups and individuals to link with the government on literacy and social-amelioration programs.
3. This project promotes self-reliance and empowerment among women.
4. This project has helped government efforts on poverty alleviation through capacity building.

A typical success story

Ms. Hartati, aged 30, is the only bread winner in her family. Her husband has no steady job and she has 3 children to support. After taking the dressmaking course from INDAH, she started her own business. Now, her average monthly income is Rp 500,000. She supports her entire family and sends her children to school. She is happy with her business and she is happy with her family.

Group 2 – Integrated Literacy Programme, OBAMA Project in Wonogiri District

■ Introduction to the project

Description of Sendang Village

Area:	89.092 ha
Population:	3.445
Male:	1.707
Female:	1.738
Population Growth Rate:	8%
Religion:	Moslem 95%, Catholic 5%
Life Expectancy:	70 years
GNP per-capita:	US $135
Occupations:	
Civil servant	15
Farmers	946
Labours	267
Fishermen	27
Traders	173
Others	1.363
Water supply:	90% of the population use water spring
Electricity:	45% have access to electricity
Health Facility:	One Health Centre
Educational Infrastructure:	3 primary school buildings 5 libraries and reading corners

Description of the project

Title of the Project:	OBAMA Project (Literacy Project led by the Armed Force)
Objective of Study:	Poverty eradication through improving the quality of life of learners
Organizer:	PKK (Family Welfare Movement)
Name:	Ngudi Kawruh (Acquiring Knowledge)
Form of Non Formal:	Continuing Education (Post Literacy)
Number of Learners:	30 (16 male and 14 female)
Year of Implementation:	1994
Learning Materials:	Paket A61-A100
Number of tutors:	6 tutors including resource person
Frequency of Study:	4 times a week, each for two hour duration

Content of Study:	reading, writing, arithmetic, Indonesian language and skill development according to the learner's needs
Focus of Study:	Income generation and small business development

■ Data-gathering instrument used during the visit

The group was divided into three sub-groups to observe: pre-implementation phase; implementation phase and post-implementation phase of the project. Each sub-group prepared the data-gathering instrument, as follows:

Pre-implementation phase

The data-gathering techniques used were:

1. Review of project documents such as the Project Proposal, periodic reports and other materials
2. Observations
3. Interviews with
    - Tutors
    - Supervisors
    - Organizers (village groups)
    - Trainers

Interview Guide:

1. What are the reasons for establishing this project?
2. Who were the people that the project wanted to reach?
    - target groups
    - age groups
    - background of people
3. How did people come to know that there was a need for this project?
4. Who conducted the survey on these needs?
5. How did they conduct the survey?
6. Did the community and those involved agree that there was a need to establish this project?
7. Priority of these needs (writing, reading, computer literacy, etc)

Implementation phase

1. Name of the organization? or groups?
2. Request structure: Duties and responsibilities of
    - Tutors
    - Supervisors

- Organizers (Village Group)
- Facilitators
- Trainers

3. Technical assistance: Internal?_____ External?_____
   Academic Experts?_____ Resource Persons?_____

4. Curriculum Development
   - . Learning Materials
   - Training Developers/Materials
   - Workshop Developers/Materials
   - Who developed Materials?
     a) Locally?
     b) Supplied by agencies
     c) Instructions/centres
   - Financial Resources (Internal or External?)

5. Decision making process/bodies
   - Community?
   - Government?
   - Organization agencies (private/NGO)

6. Role of the learners in decision making

7. What do they use for assisting these projects?
   - Learners
   - Tutors
   - Supervisor
   - Village Leaders

Post-implementation phase

1. What were the original targets for:
   - illiteracy eradication?
   - backwardness eradication?
   - poverty eradication?

2. What is the progress so far on these targets?

3. Check whether there is a monitoring and evaluation system
   - What are the results?
   - Is the project modified using this feedback?

4. Are learners involved and is their feedback used by teachers and supervisors

5. What is the cost per learner?

■ Group report on the visit

Pre-implementation phase

1. Rationale
   - The Wonogiri learning group was set up in 1994 because of the backwardness of the community.
   - High existence of illiteracy and high drop-out of school learners.
2. Objectives
   - To promote literacy in the community.
   - To provide vocational skills to improve income generation abilities among the people.
3. Needs assessment
   - The community identified the need for the setting up of this learning centre with the help of the sub-district education office personnel and other line agencies.
4. Expected outcomes
   - Learners to be able to read, write and compute.
   - Learners to develop income generation skills to achieve a better quality of life.
   - To develop interpersonal relationships among people in the community.
   - To compete in the equivalency examination.

Implementation phase

1. Organization structure
   - Village Committee called "LKMD"
   - Tutors:
     - a) Education office staff
     - b) Primary school staff
     - c) Army personnel
     - d) Family Welfare Movement
     - e) Health personnel
2. Technical assistance
   - Internal – Selling of locally made food and craft work, etc.
   - External – Government assistance with textbooks, records and training.
3. Curriculum development
   - Tutors adapts the following materials to suit the learners. :
     - a) Learning Materials
     - b) Training Materials
     - c) Workshop Materials

- Locally made materials are produced to suit learners' needs as well as materials supplied by the Department of Education (Paket A and B)

4. Decision making bodies/process
   - Community is fully involved in the decisions/direction of the learning groups.
   - Ministry of Education and other organizations/agencies are fully involved.
   - Learners are fully involved in the running of the day-to-day decision making as well as trainers, supervisors and village learners (LKMD).

Post-implementation phase

1. Achievements of the learning groups:
   - illiteracy eradication
   - backwardness eradication
   - poverty eradication
   - Progress to achieve the above is encouraging as seen in the learners with whom the workshop participants interacted with. They were full of self-confidence and active personalities.
2. Monitoring and evaluation is carried out by the sub-district education office.
   - Results are encouraging and feedback are used to adapt project activities that will be more useful to the learners
   - Learners are involved in the evaluation and feedback is used by teachers and supervisors
3. Project Costs
   - The government supplies books and school materials free of charge, including notebooks, pencils and other supplies.
   - The cost per student is Rp. 6,666 and it is paid by the National Government.

Group 3 – Paket B: Non-formal education programme, Pionir (Private)

■ Introduction to the project

Description of Ngringo Village

Area	421.266 ha
Population	21,824
Male	10,997
Female	10,827
Religion	Moslem 17,765; Catholic 1,715; Protestant 2,359; Hindu, 43
Life Expectancy	65 years

GNP per-capita	US $195
Occupations	
Civil servants	1.603
Farmers	310
Labours	542
Entrepreneurs	479
Traders	173
Craftsmen	4.813
Others	21
Water supply	90% use water from springs
Electricity	100% have access to electricity
Health Facility	Two Health Centres
Educational Infrastructure	10 Primary school buildings 7 Junior Secondary School 4 Senior High School 6 libraries and reading corners

Description of the project

Title of the Project	LPK Pionir (Private Course Pionir)
Organizer	Suprayitno, Head of Pionir Private Course
Location	Palur, Karanganyar, Surakarta
Form of Non Formal	Continuing Education
	Paket B (equivalent to junior secondary education)
Objective of Study	Provision of alternative non-conventional study for those who are poor, drop-outs, and those who want to possess the knowledge, skills and mental attitude equivalent to the junior secondary school.
Rationale of the Project	To support government policy on 9 year universalization of education, to assist the poor who want to have access to junior secondary education as well as to improve the knowledge and skills of learners.
Learner characteristics	Children aged 13-21 years who work in factories
Number of Learners	111 across three classes
Year of Implementation	Starting 1994
Learning Materials	54 Modules for each class, 162 modules for three classes. Learning materials are provided by the government.
Curriculum	Use the formal junior secondary school curriculum provided by the government together with local content for skills development

Duration of study	three years
Number of tutors	13 tutors, including a resource person
Frequency of Study	4 times a week, each for three and a half hours
Content of Study	Civics, Religion, Indonesian Language, Mathematics, Social Science, Natural Science, English, Physical Education, and Skill Development.
Skill Development	Electronics, Typing, and Computer
Achievement	Those who finish their study have joined examinations and received certificates so that they could have higher salary.

Data-gathering instrument used during the visit

The group was divided into three sub-groups to observe the pre-implementation, implementation, and post-implementation phases of the project. Each sub-group prepared data-gathering instruments, as follows:

1. What problem does the project specifically address?
2. Who are the participants of PAKET B?
   a) How many participants?
      - male?
      - female?
   b) Specific group
      - Workers
      - Non-workers
   c) Educational Background.
      - Graduate from elementary.
      - Graduate from junior high school.
   d) Age range
      - 13-15 Years old
      - 16-20 Years old
      - 17-21 Years old
   e) Status
      - Single
      - Married
      - Widow
      - Widower
3. Residence
   a) In the village where Pionir is located
   b) Out of the Pionir surroundings

4. Occupation
    - a) Factory worker
    - b) Clerk
    - c) Others
5. Why did Pionir decide to embark on Paket B for factory workers and other beneficiaries?
6. Did Pionir assess the need of the beneficiaries? If yes, how?
7. What are the general objectives of the project?
8. What are the specific objectives of the project?
9. What do you think are the advantages for the beneficiaries in joining the Pionir Paket?
10. How will it affect or improve the lives of the beneficiaries?
11. What are the advantages of the project for Pioneer?
12. Which organizations are involved in implementation of the project?
13. What is the management structure of the organization?
    - a) What is the staffing pattern?
    - b) Who are the officers?
    - c) What are their duties and the responsibilities?
    - d) Does Pionir link up with other agencies? If yes, what are these agencies?
    - e) What is the nature of these linkages?
14. What are the technical and academic inputs involved in the projects?
    - a) Is the government involved in curriculum formulation?
    - b) Is there any other organization involved in curriculum formulation?
    - c) Is there any tutor/teacher training programme?
    - d) Who develops the curriculum for tutor/teacher training?
    - e) Who develops the training materials?
    - f) Is there a local curriculum?
    - g) If yes, who are involved in the development of local curriculum?
15. What is the total cost of the project? What are the costs of the following components?
    - a) Salary of teachers
    - b) Training materials
    - c) Training cost
    - d) Motivational/promotional cost?
    - e) What are the contributions of the Pionir?
    - f) What is government's contributions?
    - g) What are the incentives/motivations of the private organization/person to start the programme?
    - h) What is the total cost of Paket B and how does it compare with traditional schools?
16. What are the intermediate performance indicators of the project, compared to traditional schools?
    - a) Participation rate
    - b) Enrolment rate

c) Completion rate
d) Drop out rate
e) Promotion rate

17. Do you encounter problems related to

a) Student performance
b) Student interest/motivation.
c) Student discipline
d) Parent interest

18. How do you know about these problems?

a) How do you remedy these problems?
b) Do you take these problems to the attention of higher authorities /planners? If YES, how?

19. What measures are taken by the management to solve the problems?

20. Do you believe you will achieve your objectives? If no, do you intend to make the necessary revision in order to achieve your objectives?

■ Group report on the visit

Pre-implementation phase

a) A problem addressed by the project is that many factory workers are not able to either enter or finish junior high school,

b) Project description: Paket B for factory workers and of Pionir workers,

c) Beneficiaries: 181,

d) Gender: Male - 46; Female - 135,

e) Occupations: Factory workers and other Labour groups,

f) Location of beneficiaries: the environs of Pionir,

g) Reasons for embarking in Paket B: To help factory workers, the owner of Pionir wanted to help the poor, and to comply with compulsory education,

h) Needs Assessment by Pionir: Survey, with personal data forms,

i) Benefits to learners: help beneficiaries to finish schooling while at work; to improve efficiency and work productivity and improve their quality of life,

j) Advantages to Pionir: goodwill, positive image, improved business operations, recognition by society and government.

Implementation phase

a) Organizational setting: Pionir, with the help of government,

b) Staffing and set-up: Project manager; secretarial/support staff; accounting staff and 13 tutors. Total Project staff: 16 staff,

c) Facilities: 4 classrooms, 1 teachers' room, 1 administration room, 2 typing rooms, 8 television sets, 30 typewriters, and 30 computers,

d) Software: 9 subject modules, teachers' guides, administration books, supplementary reading materials and library books,

e) Curriculum: Paket B curriculum, covering civics, national language, mathematics, physical science, English, religion, practical arts, and physical education,

f) Local curriculum content: typing courses, electronics, computer courses,

g) Teaching methods: lecture, experiment, demonstration, practicum, self-study by students,

h) Costs:

- teachers' salaries: Rp 5000 x 2 x 8 x 13 = Rp1,040,000/month,
- Learning materials: provided by government, free of charge,
- Facilities and software provided by Pionir.

i) Indicators of project performance: high participation of target beneficiaries; high survival and completion rates

j) Monitoring and feedback: efficient and regular

k) Management problems:

- Student performance due to poverty, time shifts in factories, time constraints, age differences,
- Salary of teachers,
- Insufficient supply of learning materials.

l) Action taken to solve problems:

- Provision of materials, uniforms and other school supplies,
- Subsidy to institution,
- Government intervention on time shifts in factories,
- More information dissemination on Pionir's Paket B Programme.

Post-implementation phase

a) It is envisaged that the project will help learners to gain knowledge and improve the quality of their lives when they finish Paket B.

b) The present positive impact of the project to both the learners and Pionir provides a sound basis for the high probability for the success of the project.

Chapter Three

PROJECT FORMULATION

This Chapter describes the workshop session on Project Formulation which was conducted to provide participants with practical experience in project conceptualization and formulation of project plans for literacy and continuing education. Resource persons first made presentations on basic concepts, methods and methodologies of the project formulation process.

Participants in sub-groups of 3 - 4 participants in each group, carried out an exercise to develop a project plan utilizing real data provided by the local experts in Solo. The resultant proposals were presented in two groups through gallery presentations. After gallery presentations, comments and discussions on the proposals were shared in the two groups.

PROJECT FORMULATION: A FRAMEWORK

Once an area for action has been identified, a project proposal describing the action programme should be formulated. The following areas are usually covered in preparing a project proposal.

■ Introduction

The rationale behind the project is discussed in the introduction. Factors that resulted in the conception of the project are also usually discussed. These include the historical background and the political will of the government In particular, the goals of non-formal education in accordance with national priorities on the one hand and the local community problems and needs on the other are included.

■ Objectives of the project

This presents a listing of the objectives, both general and specific, of the project. The purposes of the project are stated in clear terms in the context-of and answers-to the identified problem or needs of the community.

■ Description of the project

The achievement of these goals are operationalized via plans, either short-range or long-range. Short-range plans should contribute positively to the long-range plans. This section will also provide details of the various components of the project including, the strategies and techniques adopted for implementation.

■ Linkages with agencies, manpower, and requirement of facilities, of the project

This section identifies manpower, physical infrastructure and other facilities required for implementation of the project. Affiliated and non-affiliated agencies that can effectively help in carrying out the plans are identified. The duties and responsibilities of each component of the organization in achieving various project objectives are delineated and the linkages between them described. Through this, those who are involved in the project know how to co-ordinate their various activities.

■ Project timetable

The project timetable is a schedule of the different activities of the project, including management tools such as the Gantt Chart and the PERT-CPM. These are developed at the project formulation stage for periodic reference in monitoring the implementation of various project components.

Budget

This section contains costings related to estimated expenditure involved in implementing the project and indicate the amount to be spent for materials, equipment and personnel requirements of the project.

INFORMATION BASE FOR THE EXERCISE ON PROJECT FORMULATION

The following background information was provided to participants for their planning exercise:

A brief description of Surakarta Municipality

Surakarta is one of six municipalities in the Central Java province. This city is also a centre of Javanese culture. This city, as well as others in Indonesia, is facing problems of urbanization and has disadvantaged groups as follows:

1. Un-prosperous families
2. School age children who unable go to school who become child labours.
3. Unemployed adults.
4. Children of single-parent families who become street children.

To overcome these problems, the following programmes have been established:

1. Paket A learning groups consist of 2 types:

    a) Eradication of illiteracy: 22 groups maintain 660 learners (aged 18 to 44 years) out of a total of 1,660 persons;

    b) Equivalent to Primary School: 2 groups maintain 50 learners out of a total of 1,033 child labours (10-18 years old), 121 drop-outs from elementary schools, 219 drop-outs from junior high school, and 693 drop-outs from senior high school (including vocational senior high school).

    The learners of Paket A Programme do not have to pay any expenses related to their activities. Since learners come from poor families, the government provides them with all materials needed to learn. The tutors are elementary school teachers living in surrounding areas. School buildings used for this programme are local elementary school buildings.

2. Paket B learning groups are equivalent to junior high school and maintain 160 learners, in 4 groups each, divided into 4 grades (2 groups of 1st grade, 1 group of 2nd grade, and 1 group of 3rd grade). 90 learners have so far completed the 3rd grade. Learners attending Paket B programme are those who have completed formal elementary school and those who dropped-out of formal junior high school. Learners attend this programme free of charge. Tutors are local junior high school teachers.

3. There are 10 income generation groups. They learn to make goods and also how to sell them to nearby markets. The purpose of these programmes is to improve their quality of life. Most learners are local housewives.

   a) Apprenticeship programme. At present, there are 10 community members who are doing apprenticeships in various courses.

   b) Scholarship programme. There are 10 community members, all females, who are attending courses such as sewing, wedding ceremony arrangement, etc.

   c) Private courses. There are 27 types of courses organized by the private sector. It consist of 225 institutions, of which 164 have registration from the community education section and 61 courses have applied for registration. Learners must pay course fees, although a number of scholarships are provided for the poor.

The village profile is as follows:

Area	
Rice field / dry field	181,642 ha.
People housing	33,704,849 ha.
Cemetery	7,008 ha
Total population	536,005
Male	262,044
Female	273,961
Religion	
Moslem	391,584
Catholic	70,912
Protestant	65,743
Hinduism	2,955
Buddhist	4,811
Education - Graduates of	
Elementary school	62,120
Junior high school	62,120
Senior high school	38,102
Academy / University	32,725
Occupation	
Government Officials	25,309
Entrepreneur	9,407
Labours	64,948
Retired people	18,774

Ethnic group

Indonesian	503,436
Chinese	2,515
Others	54

Unemployed people

	Male	Female	Total
Primary school	3,672 (66.7 %)	1,836 (33.3 %)	5,508
Junior high school	8,519 (66.7 %)	4,260 (33.4 %)	12,799
Senior high school	8,868 (66.6 %)	4,449 (33.4 %)	13,345
University	1,144 (66.6 %)	573 (33.4 %)	1,717

Fertility and mortality

Fertility			Mortality		
Male	Female	Total	Male	Female	Total
3,806	3,617	7,423	1,095	1,848	3,747

Poor groups

Above 60	988
Pre prosperous family	6,793
Child labours	1,433
Ex prisoners	660

Health facilities

Hospitals	12
Clinics	22
Birth centres	7
Health centres	15
Drugstore	22
Dispensary	63
Doctor	336
Mid wife	204
Nurses	45

Praying places

Mosques	566
Churches	141
Temples	6
Balinese temples	3

OUTCOMES OF THE PROJECT FORMULATION EXERCISES

Formulation of projects which should directly benefit members of specific communities demands comprehensive data in order to identify the specific needs of the community and to set priorities for development action. The profile of Surakarta indicates that there are 70,000 persons in the age group 15-54 years, with a larger female population than that of males. The scenario that the profile of Surakarta presents highlights the prevalence of problems of illiteracy, child labour and unemployment, although not of a very high magnitude.

For the purpose of the exercise, participants were divided two groups and further into small sub-groups of 3 to 4 persons. The projects formulated by the various groups dealt with the following topics:

Group 1. Capacity building among unemployed university graduates.
Group 2. Income generation through training in cooking
Group 3. Integrated adult literacy project
Group 4. Literacy classes for elementary school drop-outs
Group 5. Non-formal secondary education for school drop-outs
Group 6. Literacy for street children
Group 7. Education for drop-out children
Group 8. Skill training and capacity building for adults
Group 9. Income generation project for family education and for working children
Group 10. Paket B for working children.

Highlights of group discussions

1. Each group made a brief presentation justifying the formulated project following the guidelines given.
2. Five of the formulated projects focused on income generation programmes, and the remaining five were concerned with literacy or continuing education programmes.
3. All projects gave considerable attention to questions of local relevance and mobilization of local resources.
4. Projects delineated technical and financial inputs necessary for implementation.
5. Projects highlighted the need for a strong political will for implementation of NFE projects.
6. Operational strategies need to be presented in detail and an implementation process clearly stated.
7. The need for co-operation of leaders of communities as well as at local and national levels must be indicated.

8. In all projects, there is a need for appropriate specification of the processes involved with respect to:
    - Pre-implementation phase
    - Implementation phase
    - Post-implementation phase
9. More attention must to be paid towards local relevance and resource requirements.
10. In all projects, some indications must be given for designing appropriate monitoring and evaluation processes.

PROJECT PROPOSALS FORMULATED BY THE PARTICIPANTS

As was mentioned above, participants worked in ten small groups and formulated brief project proposals based on the data on Surakarta municipality which was provided to all the groups. Outlines of the proposals prepared are given below.

PROJECT 1: INTEGRATED ADULT LITERACY PROJECT

Mr. S. Lapan, P N G
Ms. Chhum Sarany, Cambodia
Mr. A. Sorabut, Indonesia

■ Rationale:

1. Backwardness of the community in writing, reading and computing among adults aged 25+ years; and
2. Existence of illiteracy and drop-out of primary school students.

■ Objectives:

1. To promote learning of vocational skills to improve living standards and income generation abilities; and
2. To alleviate illiteracy and improve the quality of life through integrated adult literacy programmes.

■ **Target group:** People of the community aged 25+

■ **Project activities:** Participatory Rural Appraisal (PRA) to be carried out by village leaders and local authorities. The PRA will consist of individual interviews, group interviews, and social mapping. This will be followed by analysis of the results of the PRA. Selection

(election, volunteer) of adult literacy teacher will then be carried out. Development of adult literacy materials such as pictorial books, posters, blackboards will be required.

- **Budget proposal:** Budget will be required for: materials, school buildings, transportation, remuneration for teachers, and credit

Strategies of implementation:

1. Four local committees comprising the village leader, church leader, local government, officers and NFE officers will be established.
2. The community is to be involved in the direction of the learning groups.
3. Development of literacy and learning materials.
4. Training of literacy teachers, tutors, supervision.
5. Develop a learners' programme evaluation.

Implementation schedule

Task	Dec '97	Jan '98	Feb '98	Mar '98	Apr '98	May' 98	Jun ' 98	Jul '98	Aug '98
PRA	■								
Teacher Training		■							
Material Collection			■						
Holiday				■					
Course			■		■	■	■	■	■

PROJECT 2 : INCOME GENERATION THROUGH TRAINING IN COOKING

Prof. Ratana Poompaisal (Thailand)
Mr. Tashi (Bhutan)

Rationale

1. Many people cannot cook proper food items,
2. There is a market demand for cooking services,
3. Benefit to the whole family through income generation, and
4. There is a need for developing sanitary skills related to cooking.

Identification of project area

Remote area behind the mountain where:

1. Adults are neglected
2. Inadequate work opportunities
3. Insufficient education and high drop-out
4. Large families

General objective:

To enhance the cooking skills for both men and women

Specific objectives:

1. To eradicate youth problems
2. To impart practical knowledge for hygienic preparation
3. To enable adult and senior citizens to have easier lives
4. To create a second income for families
5. To make women self-reliant

Target of the project:

1. Drop-out students
2. Poor housewives
3. Illiterate men

Probable activities:

1. Teaching a variety of simple, delicious and nutritious dishes
2. Teaching selling and marketing skills
3. Developing sanitation knowledge
4. Managing capital
5. Teaching how to solve management problems

Work plan

March: Forming committees, recruitment of learners, project administration

April-June: Teaching learning procedures.

End of June:
- Assess learners' achievement
- Project evaluation

Resources:

1. Local knowledge
2. Local materials

Budget:

Community salaries (30 x Rp. 15,000)	Rp. 1,500,000
Equipment	Rp. 1,000,000
Evaluation: (30 students: 30 x Rp. 15,000)	Rp. 1,500,000

Project approval:

1. Local people
2. Local agencies

PROJECT 3: A PROJECT OF INCOME GENERATION FOR UNEMPLOYED UNIVERSITY GRADUATES OF SURAKARTA

Objectives

The main objective of the project is to promote general quality of life of the target group and specifically, to make them more self-reliant.

Rationale of the project

It is assumed that the country will utilize all its available resources for upliftment of society and the graduates of the universities are academically expert enough to be treated as an intellectual resource of the nation. The project aims to make them active in the mainstream economic activities of the country.

Identification of the target group

Graduates	Male	Female	Employed			Unemployed – since 1987		
			Total	Male	Female	Total	Male	Female
13,736	9,616	4,120	10,371	6,949	3,422	1,717	1,133	573

Implementation strategy and implementation plan

Number	Year
10	1998
200	1999
500	2000
800	2001
Total: 1,510	

Project components

Training, loan (capital), monitoring, evaluation, manpower, equipment, furniture, and recurring costs:

■ Budget

Year	1st	2nd	3rd	4th	5th	Total
Amount (US$)	12,012,521	2,253,352	3,985,852	5,718,352	1,400,000	14,658,808

■ **Financial rate of return:** yearly average – US$ 528,499

■ Special issues

This project will eradicate unemployment of university graduates of Surakarta municipality as well as generate additional employment opportunity for other people.

PROJECT 4 : LITERACY CLASSES FOR ELEMENTARY SCHOOL DROPOUTS

■ Introduction

A compulsory education scheme is under implementation in Surakarta. In the municipality area, 100 per cent enrolment has not yet been achieved and some that 121 children have dropped out before completing their elementary education.

■ Objective of the project

The overall objective of the project is eradication of illiteracy and providing continuing education to drop-outs from elementary level education in Surakarta municipality. Specific objectives are to:

1. achieve 100 per cent literacy in the Surakarta municipality area and provide continuing education to drop-outs
2. provide elementary education (Paket A) to 121 drop-outs
3. organize training programmes in five centres

■ Description of the project

This project focuses on 121 drop-outs in the above mentioned municipality. The project will start functioning from June 1998 and will be implemented by the municipality as well as people from grass-roots level organizations from 51 villages. There will be five centres accommodating 20 to 25 students in each class.

Linkages with other agencies, manpower, requirements of facilities of the project

Linkages will be established with suitable elementary schools, religious organizations and government agencies. Efforts will be made to identify suitable teachers from the local area and given proper training. Personnel required are as follows:

1. 5 Teachers, 4 office staff, and 1 project manager
2. Infrastructure:
    - In one of the schools, an office will be located
    - Five centres will be organized in 5 existing schools

Time required

The project is for one year; if successful, it will be continued for five more years.

Budget:

Remuneration (100 x 12 x 5)	60,000
Training personnel	5,000
Teaching material	20,000
Subsidy from NGO t	85,000

Evaluation:

Internal evaluation	monthly
Final evaluation	the end of the year

PROJECT 5: NON-FORMAL SECONDARY EDUCATION FOR DROP-OUT CHILDREN

Ms. T Batilo (Philippines)
Mr. Bunkhong (Lao)
Mr. Mujahid (Pakistan)

Introduction

In many families in Surakarta municipality, children cannot continue secondary education due to poverty and are involved as labour to generate income to support their families. There is a need to initiate a continuing education system and provide them with a second chance so that they may became useful members of society. It is also in conformity with the government's commitment to compulsory education.

Objectives

To provide a second chance of secondary education to drop-outs and out-of-school children of Surakarta municipality through provision of facilities to the children and youth free of cost, according to the 1945 constitution.

Specific objectives:

1. To establish 50 NFE centres in Surakarta district.
2. To provide non-formal basic education to 15,000 drop-outs and out-of-school children/youth aged group 10-25 years.
3. Provide non-formal secondary education of 1,500 hours.

Duration: 40 months from 1998 to 2001

Methodology:

1. Classes will be established by private institutions and NGOs with the support of the government. It will be a public-private partnership
2. NGOs and private institutions will provide accommodation for the centre. The government will provide the salary of teachers, and materials and training for instructors/teachers and a advocacy campaign.
3. Each classes will consist of 30 learners who will promoted from level I to II to III over a period of 3 years.
4. An organizational committee will be constituted to manage the classes at the grass-roots level. The committee members will consist of elders and parents of the children.
5. A project implementation unit will be created to monitor and supervise project activities.
6. The curriculum of the existing formal school system will be utilized.
7. After each level, an examination will be held. Final examinations will be held at the end of the course at the national level as in the formal education system.
8. Teachers will be trained by the PIU through master trainer and field supervision over a 15 day training period and a one month refresher course every year.

Costing

The total cost of the project will be 1,035 million Rp. and the per unit-cost of the project is 69,000 Rp.

Monitoring and evaluation

The project will be monitored by the PIU and after the project cycle, will be evaluated by a third party and if found to be successful will be replicated.

Description/Item	**Cost**
Salary of teacher	90,000
Rp. 50,000 x 3 teacher x 12 mth. x 50 schools	90,000,000
Cost of materials plus Co-ordination costs	10 million
TOTAL	103.5 million
Learner unit cost	Rp. 69,000

PROJECT 6 : EDUCATION FOR DROP-OUT CHILDREN

Mr. Nop Tim (Cambodia)
Mr. Neupane (Nepal)
Ms. Ferrer (Philippines)

■ Rationale

Many children drop out from school in formal junior secondary level due to several causes. Particularly, the students are compelled to work to sustain family livelihood. The policy of the Indonesian Government is Education for All. Education develops knowledge, skills and desirable work attitudes translated into practice to achieve quality of life.

■ Project area: Sragen Sub-districts, one of the 5 districts of Surakarta, Central Java

Demographic Data:

1. Land area - 319.4 Ha
2. Population - 61821 (30384 male, 31437 female)
3. Children age group 10-19: 13675 (6772 male, 6903 females)
4. Drop-outs

Occupation:

Trade	2,999	Construction	6,284
Transport	2,717	Industry	6,253
Government Office	1,456	Business	1,478
Retired	1,237	Others	21,009

■ Objectives:

1. Continue the education of drop-outs
2. Develop vocational knowledge and skills
3. Enable them to get better job opportunities

Target group of the project

Out of school youths working in factories, construction sites and business centres, in the age group 15-18.

Activities:

1. Non-formal Education (Junior Secondary) Paket B
2. Equivalency Examination
3. Quality Life (vocational/skill development)

Strategies of implementation:

1. Meeting with parents, community, line-agencies, prospective employers, supervisors, tutors, learners relating to courses, time schedule and venue
2. Number of learners: 20 x 2 hrs., 4 times a week
3. Tutors from local secondary school on a voluntary basis
4. Training of tutors and supervisors under the sub-district education office
5. Monitoring by supervisors and programme managers
6. Evaluation every 2 months by supervisors
7. Final evaluation – Equivalency Examination
8. Linkage and co-ordination with vocational institutions

Implementation work plan

The project period will be of 3 years duration

Activities	1998		1999		2000	
Paket B	▨	▨	▨	▨	▨	▨
Basic Communication and Customer Relation		▨	▨			
Wood Carpentry		▨	▨	▨	▨	▨
Skilled Labourer in Constructions		▨	▨	▨	▨	▨
Entrepreneurship		▨	▨	▨	▨	▨
Equivalency Examination						▨
Programme Monitoring	▨	▨	▨	▨	▨	▨
Programme Evaluation						▨

- **Resources:** Estimated budget for year 1998-2000 (US dollar)

Items	1998	1999	2000
Incentives for Tutors	60	60	60
Text books	-	-	-
Training	-	-	-
Stationery	20	20	20
Travel	30	30	30
Electricity, Communication, etc.	10	10	10
Furniture, equipment	400	400	400
Rent	60	60	60
	580	580	580

Source: The contribution is given every year

Government :	300 + text books, training and supervision
Community :	100
Organizers (NGO):	180
	580

580 x 3 = Total US$ 1,740.00

PROJECT 7 : AN INTEGRATED PROJECT FOR CHILD LABOUR ERADICATION AND THEIR ENROLMENT IN NON-FORMAL SCHOOLS

Mr. Krishna Rao (India)
Ms. Lien (Viet Nam)
Mr. Huan (Viet Nam)
Ms. Korwa (Indonesia)

Rationale

Surakarta municipality is an urban area. Industry and construction are important segments of the economy and both account for 26 per cent of the labour employed. Child labour is more prevalent here as it is cheap to employ them. This is resulting in large scale drop-outs from the schools as well as reduction in enrolment. To prevent this, and to provide proper incentives for families to send their children to school instead of the factory the present project is formulated.

Project area

Surakarta has a population of 536,005 with a male to female ratio of 262,044:273,961. 183,000 are below the age of 14 years and the major population age is in the age group of 25-54 years. There is less dependence on agriculture and greater dependence on the industrial and tertiary sector. This shows the urban nature of the population.

Educational infrastructure: The educational infrastructure as established is more formal in nature. There are 731 kindergartens and 333 primary schools as against only 4 groups for Paket A for school going children. This clearly shows the limited non-formal education which exists compared to the formal educational infrastructure.

Economic Activity: It is an industrial area with less agriculture. There are three main markets of this area: batik, flower and fruit markets.

■ Objectives

The objective of the project is to eradicate child labour and have them enrolled in formal/non-formal schools. Analysis made by a research group identified the poor income levels of the parents as the main reason for child labourers in this area. Increasing family income through income generation programmes, indirectly providing incentives for sending children to non-formal schools, is the main objective of the scheme.

■ Activities

There are three major markets in this area: batik, fruit and flower. All families are expert in batik. They can also grow flowers for export. It is proposed to establish floriculture for export and batik for the families from which these child labourer come.

■ Target beneficiaries

The 1,833 child labourers and their families in Surakarta are the target beneficiaries of the proposed Project.

■ Project description

It is proposed to start the project in 1998. The number of child labourers proposed to be covered under the project is as follow:

1998	1999	2000	2001
300	(400+300)	(700+500)	1833

The project will simultaneously aim at enrolment of these children under Paket A and improvement of the economic condition of the family. Before assistance under the project is provided to the family, commitment from them will be ascertained to send their children to the non-formal school on a regular basis.

The project will be developed in a participatory approach.

The project aim at economic development of families focusing on flower cultivation, batik work and starting the Paket A and B classes in the area. It is proposed to integrate Paket A and B programmes for children with economic incentives to the families.

The components of the project are as follows:

1. Training family member in batik and flower cultivation
2. Providing financial assistance for workers, in terms of a loan for interested groups.
3. Facilitating the marketing of the above production

■ Time schedule

	1998	1999	2000	2001
Activities:				
Survey	———			
Action plans	———			
Enrolment	300	400	500	633
Economic activity	-	-	-	-
Internal evaluation	-	-	-	-
External				———

■ Budget

The following assumptions are made while establishing the budget:

1. Since Paket A and B exist and can be accessed, their costing parameters are adopted
2. For income generation programme, the scale given by the Indonesian Government for income generating programmes is adopted.

Budget per year (in Indonesian Rp.)

Budget items	Amounts	Local	Government	UNESCO
Non formal school expertise (1833 x 6000)	10,998,000	Y	Y	
Economic activity (20,000 x 30 groups) (1,833 child labourer assumed to be in 900 families, 30 families in one group)	600,000	Y	Y	
Administrative costs	1,159,800	Y	Y	
Survey and evaluation	5,000,000			Y
Total	17,757,800			

PROJECT 8: SKILL TRAINING AND CAPABILITY BUILDING FOR ADULTS

Mr. Zhang (China)
Mr. Bilal (Pakistan)
Ms. Mila Euhanio (Philippines)
Mr. Ade Kusmiadi (Indonesia)

■ Rationale

Women of poor family do not participate in community development activities and the number of unemployed males is increasing alarmingly. They lack the necessary skills in order to equip themselves for better jobs or start small businesses.

■ Objectives of the project in general

To develop and implement a skills training and capability building programme geared to the needs of women learners.

■ Specific objectives

After 9 months training:

1. at least 75 per cent of students pass the course
2. at least per cent of trainees will be employed
3. at least per cent of trainees start small business

■ Identification of project area

Sragen sub-district, Solo, Indonesia. 30 learners will participate in a pilot project, out of an existing 70,000 unemployed aged 15 to 54 years of age. A public school building will be used or any vacant room of the factory. Economic activities involves occupational, technical and entrepreneurial skills.

■ Strategies of implementation:

1. Meeting with the community members, leaders and government officials. Identifying the specific training needed in the community and the building.
2. Seek approval of the project after listing the beneficiaries.
3. Review the curriculum and teaching materials. There are three phases of the programme: basic, elementary and advanced/proficient. Classes will be held every Saturday and Sunday and at a time convenient to the learners.
4. The person in charge of equipment and training materials will be from the local government. Learners will need to provide minimum counterpart funding for their learning materials.
5. The government will arrange for apprenticeship training.

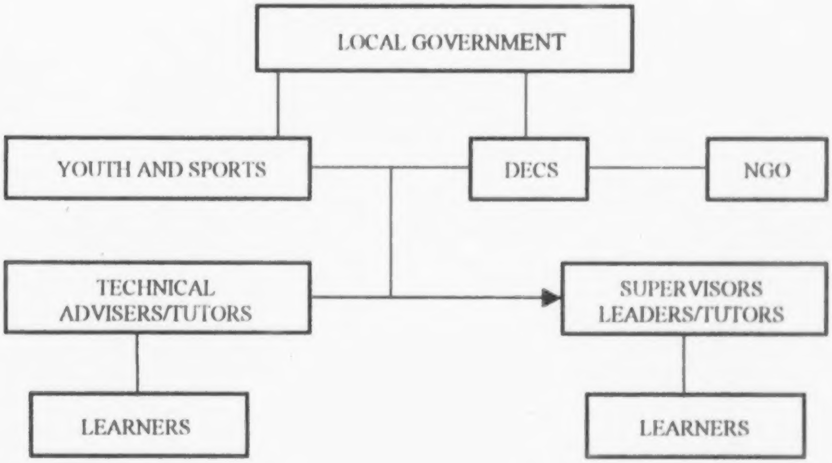
6. Qualified tutors will be recruited and training of facilitators and teachers will be scheduled in such a way as not to disrupt the classes.
7. Scheduled monitoring of progress will be done by the supervisor, at least once a month.
8. Evaluation after the end of the course will be done by local and national authorities.

Implementation of work

Gantt Chart

Activities	Time Table		
Basic	▨		
Elementary		▨	
Advance			▨

MANAGEMENT STRUCTURE


LOCAL GOVERNMENT
YOUTH AND SPORTS
DECS
NGO
TECHNICAL ADVISERS/TUTORS
SUPERVISORS LEADERS/TUTORS
LEARNERS
LEARNERS

Budget:

Teachers/tutors salary	1,080,000
Scholarships	3,000,000
Equipment	2,250,000
Materials	50,000
National exams	30,000
Transportation	700,000
Others	1,000,000

Fund Source : Government, NGO, UNESCO

PROJECT 9 : PACKAGE B PROGRAMME FOR WORKING CHILDREN IN PASAR KLIWON SUB-DISTRICT

Mr. Vanhsay Noraseng (Lao PDR)
Ms. Wanida Sittironarit (Thailand)
Mr. Mahdiansyah (Indonesia)

Rationale:

1. Many primary School graduates do not continue their education at Junior Secondary School level
2. High drop-out at Junior Secondary School level
3. Drop-out children are working in factories and the non-formal sector
4. Children need to improve their knowledge and skills, so that they can become more productive, self-reliant and confident.

Objectives of the project

This pilot project can be used as an alternative model for the 13-18 year children in the framework of the universal education programme at Junior Secondary School level. It is hoped that this model is suitable to give educational opportunity to other working children.

Target of the project

Children labours at the Pasar Kliwon Sub-district, Surakarta district (approx. 40 persons).

Strategies of implementation:

1. Training and recruiting tutors
2. Recruiting an organizer (village committee/LKMD)
3. Providing learning materials
4. Finding a place of study
5. Recruiting learners

Work plan

Activities	1998	1999	2000
Recruiting organizer	X		
Training recruiting tutor	X		
Funding place of study	X	X	X
Recruiting learner	X	X	X
Providing learning materials	X	X	X

■ Estimated cost

Item	1^{st} year	2^{nd} year	3^{rd} year
Teacher/tutor training (f)	Rp. 2,000,000	Rp. 2,000,000	Rp. 2,000,000
Development of Materials	Rp. 2,400,000	Rp. 2,400,000	Rp. 2,400,000
Tutor incentives	Rp. 1,200,000	Rp. 1,200,000	Rp. 1,200,000
Monitoring-Evaluation.			

■ Sources of funds:

1. local government
2. factories
3. community

■ Proposed monitoring and evaluation system:

1. Project visits
2. Interviews with organizer/manager/learners/community/learners

PROJECT 10 : INSTALLATION OF PACKAGE A EQUIVALENCY PROGRAMME FOR FACTORY WORKERS AND STREET CHILDREN

Mr. Dorji Wangchuk (Bhutan)
Mr. Nyamdavaa (Mongolia)
Mr. Mardiana (Indonesia)

■ Rationale:

1. Poor economic status
2. Increasing drop-outs from primary school
3. Difficulty of completing primary school
4. Street children without jobs

■ Objective

The general objective of the project is to provide basic literacy to deprived children who could not complete primary school.

■ Specific objective

To help 80 per cent of child labourers and street children complete a Paket A programme with integrated income generation activities over 3 years.

■ Target group of the project

Eighty per cent of all children in the 10-13 years age group

■ Expected outcomes:

1. Child labourers and street children will have acquired basic literacy.
2. Children develop income general skills to improve living standard.

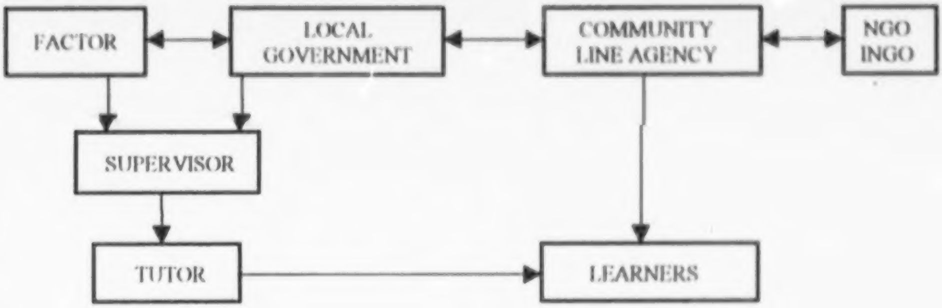
■ Strategies of implementation:

1. Classes will be conducted in the factory
2. Tutors will be arranged by the factory community from the local community and NGOs
3. Transportation or financial assistance for transportation provided by the factory
4. Paket A module learning material provided by the government and reproduced by the factory
5. Orientation for tutors, supervisor etc. by Government with factory collaboration
6. Stationery provided by factory
7. Literacy class:
    - 2 hrs. a day
    - 3 times a week
    - during working hours
    - 1st shift : 9.00-11.00 a.m.
    - 2nd shift :11.00-01.00 p.m.
    - 3rd shift : 02.00-04.00 p.m.
8. Number of literacy centres: 5 (pilot)

■ Budget estimate (for 3 years):

1.	Reproduction of materials (module)	US$ 6,000
2.	Stationery	US$ 5,000
3.	Transportation	US$ 9,000
4.	Monitoring and Evaluation	US$ 2,000
5.	Training for tutors and supervisors	US$ 2,000
		US$24,000
		=======

MANAGEMENT STRUCTURE


FACTOR
LOCAL GOVERNMENT
COMMUNITY LINE AGENCY
NGO INGO
SUPERVISOR
TUTOR
LEARNERS

■ Project components

Components	Responsible organizer
Training of tutors, supervisors	Government and factory
Curriculum and learning modules	Government
Reproduction of learning modules	Factories
Monitoring and evaluation	Factory, community, NGOs and local government

■ Evaluation mechanism:

1. Tutors
   - Factory and community
   - Sub-district
   - District
2. Frequency
   - Quarterly
3. End Evaluation by:
   - Factory
   - Local community
   - NGO

■ Work plan

Activities	Time
Conduct meeting with local people	January 1998
Formation of committee	January 1998
Needs survey and feasibility study	February 1998
Prepare plan of proposal	March 1998
Obtain approval	April-May 1998
Procure teaching-learning materials	June 1998
Recruitment of and training for tutors and supervisors	July - August 1998
Enrolment and admission of learners	September 1998
Commencement of class	August 1998
Final evaluation	1999

SUMMARY REPORT OF PART III OF THE WORKSHOP

Rapporteur: *Dorji Wangchuk, Bhutan*

The third part of the workshop focused on conceptualization and formulation of project plans on literacy and continuing education. Intended to provide participants with practical experience in this area, it started with inputs from resource persons on the concept of project formulation with detail on project-cycle and project-components. The input also included the data and information on the status of education in Surakarta district.

The presentation of resource persons on the concept of project formulation was followed by group exercises to apply the conceptual knowledge in formulating a database project plan.

For this exercise, participants were divided into 10 sub-groups. Each group analysed the data and information provided on the target village in order to identify the crucial needs and problems for formulation of a project plan. The project plan formulated by each sub-group was presented to the other groups and suggestions and comments invited .

Monitoring and evaluation was another area included in this part of the workshop. The sessions on monitoring and evaluation also started with conceptual inputs from resource persons, followed by field visit to 3 different centres for monitoring and evaluation of the impact of literacy programmes. Participants were divided into three groups and data and information gathered were later analysed to evaluate the project. This helped participants gain practical knowledge and skills in monitoring and evaluating of a project on literacy and continuing education. The findings of each group was presented in the plenary sessions.

A synthesis discussion was also held at the end of the workshop to review and recapitulate the activities carried out during the entire workshop. Participants provided feedback on some aspects of the workshop, such as limited timing for the monitoring and evaluation field visit, unstructured guidelines for monitoring and evaluation, and limited time for the exercise on formulation of project plan.

Discussions also included some of the critical problems and issues related to project planning and management within the context provided in different countries. Participants in small groups discussed priority issues, such as integration of innovative projects into national plans programmes; co-ordination and interface between government and NGOs; necessary conditions for expansions of projects in new areas; how to sustain projects; how to design a project which is responsive to local socio-cultural needs; and the need for newer technologies to be used in NFE programmes. This exercise generated much discussion and assisted participants to reflect on the critical problems in planning and management of literacy and continuing education.

The last session of part III was the preparation of country follow-up action plans to be carried out by individual participants from different countries. Participants were provided with guidelines on the preparation of follow-up action plans. Each country prepared its own follow-up action plans and displayed these for discussion.

Chapter Four

MONITORING AND EVALUATION

A summary of presentations and outcomes of the group work on monitoring and evaluation are presented in this Chapter.

A session on monitoring and evaluation commenced with presentations by resource persons on concepts, methods and tools of monitoring and evaluation. Following this, three sub-groups of participants prepared instruments to be used for the evaluation exercise. The three sub-groups then visited project sites to obtain the necessary information for preparing evaluation reports. Each sub-group prepared an evaluation report on the projects visited, and presented this in plenary for comments and discussion by the other participants.

In concluding the field visits and training sessions, a synthesis session was conducted in order to review the above activities and to discuss remaining issues concerning planning and management of literacy and continuing education. The open forum discussion was led by the three resource persons.

Introduction

A presentation of monitoring and evaluation was provided as a prior activity to practical preparation of monitoring and evaluation instruments. These instruments were subsequently used in the fieldwork conducted by workshop participants. The presentation emphasized the importance of including a monitoring/evaluation scheme early in the project inception phase and the conduct of regular/periodic monitoring and evaluation activities throughout the project cycle.

Monitoring and evaluation

Monitoring and evaluation are major management tools that enable the decision-makers to make informed decisions on various facts of project planning and implantation. Project planners are then able to determine how well the project operation adheres to the project plan and project management and staff are able to generate information on how to improve the operation and maximize project resources in order to achieve the aims and objectives of the project.

During the implementation phase of the project cycle monitoring helps management staff to arrive at a profile of project progress, particularly in terms of reaching project beneficiaries and achieving planned project services and outputs/products. An efficient monitoring scheme should therefore generate regular and timely information which will then serve as the basis for measuring progress of the project. It should identify problems and constraints that prevent efficient project operations so that management staff can institute the necessary corrective measures to address them. The over-all aim of a good monitoring system is to ensure that the project is implemented in accordance to the project design. The project monitoring plan is usually developed early in the project planning stage since the project objectives and implementation strategies should provide the parameters to the monitoring scheme.

Project evaluation, on the other hand, is primarily undertaken to assess the achievement and performance of the project, particularly the merits of the

1. project strategies utilized,
2. the project outputs and services,
3. the project components, and
4. the scheduling of activities and other features or innovation introduced by the project.

Formative evaluation is conducted at various pre-identified milestones corresponding to specific stages throughout the implementation phase. Data generated by formative evaluation activities are useful inputs to the summative evaluation which is conducted towards the project completion stage, the terminal phase and/or the post – project stage. This type of evaluation is conducted in order to judge the over-all performance of the project beneficiaries and to determine its implications on future project planning work. The summative evaluation results serve as the major basis on whether the project should be expanded, revised or discontinued.

In summary, monitoring work is carried out to improve project operation while evaluation is done to judge project performance.

FIELD WORK

Participants were divided into three groups to undertake monitoring and evaluation exercise in the following three sites

Group 1	Nepen Village in Boyolali District – Integrated Literacy Programme
Group 2	Puspa, Karang Village, Karang Padan Sub-district, Karang District – Paket B (continuing education)
Group 3	East Seragen, Seragen District – Income Generation Programme

Resource persons provided a framework concerning monitoring and evaluation of literacy and continuing education. On the basis of this, participants developed their own checklist to be used for the monitoring and evaluation field exercise. The basic framework included questions as follows.

■ Monitoring

1. Are project activities being implemented according to the plan?
2. Who is benefiting from the project?
3. Are the expected outcomes/outputs being developed?
4. Is the amount of benefit being delivered appropriate?
5. What changes, if any, should be made to the programme? Why?

■ Evaluation

1. To what degree has the objective been attained over time?
2. Is the project cost effective?
3. What impact has the project had upon the target clientele?
4. What decision should be taken on the programme?

The Indonesian host presented a brief introduction about the three project sites to be visited.

The following is a summary of monitoring and evaluation exercises in the three sites which include a brief introduction to the project; the checklist used for the observation during the visit; and the report of the visit.

Group 1 – Nepen Village in Boyolali District – Integrated Literacy Programme

■ Introduction to the project

I. Description of Nepen Village

Area	118.656 ha
Population:	
Male	1.158
Female	1.330
Total	2.488
Annual Population Growth Rate	9%
Religion:	
Moslems	2.481
Catholic	7
Life Expectancy	70 years
GNP per capita	US$ 169
Occupation:	
Civil servant/army officials	83
Farmers with limited land	182
Labours	591
Craftsmen	49
Traders/entrepreneurs	543
Others	27
Water supply	65 % of the population use water spring
Electricity	75 % have access to electricity
Health Facility	One Health Centre
Educational Infrastructure	1 primary school building 3 libraries and reading corners

II. Description of the project

Title of the Project	OBAMA (Integrated Literacy Programme led by Armed Force)
Name of the Learning Group	Ngudi Kawruh I (Acquiring Knowledge)
Organizer	PKK (Family Welfare Movement)
Form of Non Formal	Post Literacy (Continuing Education)
Objective of Study	Poverty eradication through improving the quality of life of the learners
Number of Learners	10 female

Year of Implementation	1995
Learning Materials	Paket A61-A100
Number of tutors	6 tutors including resource person
Frequency of Study	3 times a week, each for two hours
Content of Study	reading, writing, arithmetic, Indonesian language and skill development in different kinds of cooking, handicraft, farming, and enterpreneurship
Focus of Study	Income Generating focusing on cooking, farming, and small business/enterpreneurship
Achievement	The learners have capital on their own through a co-operative movement. They have run small business supported by the Field Supervisor.

■ Checklist used for the observation during the visit

The group was divided into two sub-groups to gather information for the monitoring and evaluation exercise. The group prepared the checklist as follows

Are project activities being implemented according to plan?

1. Do they have any plan of action?
   If yes , please describe
2. What are the implementation strategies?
3. Are there additional inputs apart from the literacy programme?
   If yes, are they getting the input according to the plan ?
4. Who monitors the centre?
5. To whom does she/he report?
6. To whom is he she accountable?

Who is benefiting from the project?

Are the expected outcomse/outputs being developed?

1. Are there any progress charts in the report?
2. What are the assessment tools?

Is the amount of benefit being delivered appropriate?

1. Who was the target population?
2. How much money are teacher receiving?
3. Are there systems for monitoring attendance?

What changes, if any, should be made to the programme?

To what degree have the objectives been attained overtime?

1. What has been taught to the class?
2. Is the learning suitable to daily life?

For the project cost, how much money has been spent?

1. Are you satisfied with your expenditure?

What impact has the project has upon the target clientele?

1. What do you feel is the impact of your learning classes?
2. What is your opinion about your learning?
3. What type of activities are you doing in the classroom?

What decisions should be taken in the project?

■ Group report on the visit

The literacy programme of Boyolali has an educational infrastructure at the centre of the village. There is an action plan and implementation strategies are implemented as planned. Aside from the literacy programme, integration of livelihood skills such as agriculture, food preparation and enterpreneurship skills are taught. Illiterate women become empowered through their literacy and vocational skills that they acquire. Operation is under the supervision of one district supervisor who monitors both tutors and learners regularly. The curriculum is designed for 33 months using Paket A1-A100. The first six-month is assigned for Paket A1-A20, another 12 months for Paket A21-A60 which is then continued to A61-A100 over a further 12 months. After completion of each course, a written examination is conducted. The target population is 30 beneficiaries supported by 6 tutors, with a salary of Rp 15,000 per month. The learners are motivated to learn since learning materials are suitable for them and they do not want to change the programme.

Group 2 – Puspa, Karang Village, Karang Padan Sub-district, Karang District – Paket B (Continuing Education)

■ Introduction to the project

I. Description of Karang Village

Area	2,340,505 ha
Population:	
Male	1,937
Female	1,915
Total	3,856

Agriculture is the main occupation of the population

Religion:	
Moslem	3,778
Catholic	74
Life Expectancy	65 years
GNP per capita	US $ 150
Occupation:	
Civil servant/army officials	73
Farmers	1,835
Labours	400
Carpentry	960
Traders	125
Others	459
Water supply	90 % use water spring
Electricity	100 % have access to electricity
Health Facility	One Health Centre
Educational Infrastructure	3 primary school buildings 2 Junior Secondary School 2 libraries and reading corners

II. Description of the project

Title of the Project	Puspa Paket B equivalent to Junior Secondary School
Puspa	Pusat Pengembangan Sumberdaya Pedesaan (Rural Resource Development Centre)
Organizer	Mikael, Head of Puspa Paket B
Location	Karang Village, Karangpandan Sub-district, Karanganyar District
Form of Non-Formal	Continuing Paket B equivalent to Junior Secondary Education
Objective of Study	Provision of alternative non-conventional for those who are poor and drop-outs who want to possess knowledge, skills and mental attitude equivalent to the Junior Secondary School.
Rationale of the Project	To support the Government Policy of 9 year universalization of education , to assist the poor who want to have access to junior secondary education as well as to improve the knowledge and skill of the learners
Characteristics of Learners	Children of poor farmers, aged between 13-18 who do not have access to formal school
Number of Learners	76 learners
Year of Implementation	1994

Learning Materials	54 modules for each class, 162 modules for three classes. The learning materials are provided by Government
Curriculum	Use formal Junior Secondary School provided by the Government plus local content for skills development
Duration of Study	Three years
Number of Tutors	14 tutors including resource person
Frequency of Study	6 times a week, each for eight hours
Content of Study	Civics, Religion, Indonesian Language, Mathematics, Social Science, Natural Science, English, Physical Education, and Skill Development.
Skill Development and	Electronics, Typing, Farming, Animal Husbandry, Sewing, Home Industry
Achievement	Those who have finished the course joined the examination and have received certificates.

■ Checklist used for the observation during the visit

The group was divided into two sub-groups to gather information for monitoring and evaluation exercise. The group prepared the checklist as follows:

Monitoring

I. Activities

1. What activities are you doing now?
   - a)
   - b)
   - c)
2. When did you start these activities?
3. Are your activities carried out according to plan? If yes, how? Do you have any project proposal?

II. Beneficiaries

1. Who are benefiting from this project?
2. What are these benefits?

III. Outcomes (Expected)

1. How many learners have finished Paket B?
2. How many learners have finished vocational skills?

   a) electronic _____
   b) animal husbandry _____
   c) sewing ______
   d) home industry _______
   e) typing _______

3. How many tutors, supervisors are involved in the programme?

4. What instructional materials have been developed?

5. How do you assess/know the learner capability for higher education and job opportunities?

6. How many learners graduating from Paket B got jobs or continued to higher education? (Paket C/formal system)

IV Budget

1. How much budget is allocated?

2. Is the budget provided enough ? If not, why?

3. Do you have unspent budget? Why?

4. How do you allocate the budget?

V. Programme changes

1. Are you happy with the programme?

2. Do you feel that any change is to be made in the programme? Why?

Evaluation

I. Content of evaluation

1. Have the objectives been attained on time?

2. Kind of activities

3. Physical environment (learning facilities/classroom)

4. Parity between desired condition and achieved outcome

   a) learners getting jobs
   b) learners admitted to higher level
   c) dropped out of the course

II. Is your budget adequate?

1. If not enough, what did you do?

2. How much is the cost per learner?

   a) How many learners in Paket B?
   b) How is the attendance of the learners? If not good, what have you done to encourage them to attend their classes.

III. Do you need to modify the programme?

If yes, why?
If not, why?

■ Group report on the visit

Project monitoring phase

Paket B is managed by PUSPA and started in 1986 as one of the Programmes of the Department of YBKS (Sangkrah, Indonesian Christian Church), a social foundation/Non-Governmental Organization funded by three churches of Surakarta.

The project aims for social activities and the beneficiaries included in this project, regardless of ethnic category, religion, culture and hereditary differences.

The curriculum covers Paket B (PUSPA Learning Group) and vocational training. PUSPA arranged the Paket B (Learning Group) curriculum with vocational training subjects as the focus.

A. Activities

To carry out the activities, two materials in the curriculum of Paket B (PUSPA learning group) are used

1. Formal academic subjects include Indonesian language, English, mathematics, physical sciences, social sciences and sports. Learners need to pass the similarity (national) examination before enrolling in the senior high school.
2. Vocational training subjects include electricity, sewing, typing, agriculture, animal husbandry and home industry. Beneficiaries are free to choose the vocational course of their interest except the Integrated Organic Farming which is compulsory and includes fishery, farming and animal husbandry. The PUSPA plans to offer motorcycle automotive and computer courses. To enroll in higher education learners need to pass national examination.

   The activities are implemented according to the Plan of the Project.

B. Beneficiaries

1st, 2nd and 3rd year high school learners (91 enrollees) who graduates from primary level and who want to continue in high school but have not, due to poverty and other causes.

C. Expected outcome

1. After 3 years the Junior High School learners should be awarded similarity certificates (completion certificate data is not available)
2. Learners have acquired skills to get jobs
3. Learners have worked in factories, electronics shops, and etc.

4. Learners have created cooperatives
5. Learners have improved their standard of living.

D. Budget source of funds

1. Rental of Wisma INRI Centre for conferences and seminars
2. Buying and selling of crops and animals among friends
3. Parents donations
4. Individual or Institution Contributions (NGOs)
5. Education and Culture Department Office (Government)

E. Allocation priorities (courses)

1. Electronics
2. Sewing
3. Automotive
4. Typing

F. Incentives for tutors who are government employed

- Rp. 50,000 per month
- credits – for promotion

G. Changes in programme

1. Update from typing to using computers
2. Need motorcycle/automotive courses to be offered in 1998

Evaluation

1. Objectives of the foundation?

   90 per cent of the PUSPA Paket B (Learning group) has been achieved.

Enrolment table with the achievement pattern:

Learners expectancy

Years	No. of Learners		Graduates	Drop out
	Non-active	Active		
1986-1987	55	53		
1987-1988	100	97		
1988-1989	130	127	53	3
1989-1990	99	99	25	
1990-1991	104	204	30	
1991-1992	94	94	20	
1992-1993	104	204	29	
1993-1994	128	127	30	1
1994-1995	137	137	32	
1995-1996	146	146	35	
1996-1997	169	145	-	

2. Subjects taken at school in Paket B for both academic and vocational skill programmes

   a) Academic subjects:

   - PPKN
   - Indonesian
   - English
   - Math
   - Physics
   - Social
   - Knowledge

   b) Vocational skills

   - Electronics
   - Sewing
   - Typing
   - Farming
   - Animal husbandry
   - Home industry

3. Physical environment

   a) Facilities

   - 3 classrooms
   - 1 tutor room
   - 1 administrate block
   - 1 typing room
   - 1 computer room
   - 10 typewriters

- 10 sewing machine
- 1 electronic room
- large rice file

b) Materials

- Paket B books
- Supplementary books
- Vocational skill books

4. Cost

- Rp 1 million from government
- Rp 6,500 cost per learner
- Rp 3,500 tuition fee per month

5. Success outcome of the PUSPA learning group

- 75% – employed
- 3 % – drop out
- 22% – farming

6. Decision on the programme

- Programme is to be modified to become more agriculturally based to suit the local environment

Group 3 – East Seragen, Seragen District – Income Generation Programme

■ Introduction to the project

I. Description of East Seragen Village

Area	21,250 ha
Population:	
Male	6,415
Female	6,920
Total	13,335
Annual Population Growth Rate	0.26%
Religion:	
Moslems	12,679
Catholic	267
Hindu	54
Buddhist	23
Life Expectancy	66 years

GNP per capita	US $180
Occupation:	
Civil servant/army official	1,124
Entrepreneurs	349
Labours	104
Craftsmen	49
Traders	6
Others	660
Water supply	100% of the population use water spring
Electricity	75% have access to electricity
Health Facility	One Health Centre
Educational Infrastructure	7 primary school buildings 2 secondary schools 11 libraries

II. Description of the project

Title of the Project	Joko Catering (Income Generating led by Ms Joko)
Organizer	Ms. Joko Suroyo, Head of Djoko Catering
Form of Non Formal	Continuing Education, Income Generating
Objective of Project	To increase the quality of life of the learners
Number of Learners	18 females
Year of Implementation	1994
Learning Materials	Provided by Ms Joko
Number of tutors	3 tutors as resource person
Focus	Income Generating focusing on catering and small business development
Achievement	The learners have their own through a co-operative movement. Five branches have been established to expand the business. Expansion of capital

■ Checklist used for the observation during the visit

The group was divided into two sub-groups to gather information for monitoring and evaluation exercise. The group prepared the checklist as follows:

1. When was the planned start up date of the project?
2. When did it actually start?
3. Are the planned activities being carried out as per the schedule?

4. What are the present project activities?
5. How different are the activities from the planned activities?
6. Are there any delays in carrying out project activities?
7. If yes. Are these delays reported to higher authorities?
8. What measure and remedies have been taken to solve the problem?
9. Who are benefiting from the project?
10. Is the skill training relevant to the needs of the learners?
11. Are the objectives achievable?
12. What are the qualifications and rules for tutor recruitment?
13. Are the learning materials interesting to the learners?
14. Are they adapted to Seragen?
15. Are training sessions conducted according to plan?
16. How many are benefiting from the programme?
17. How much is the budget? How much is planned to be spent up till this point?
18. What is the expenditure up to present?
19. What are the expenditure items/components?
20. What change have you made from the project plan?
21. What kind of monitoring work do you conduct?

■ Group report on the visit

Introduction

Group 3 was given the task of formulating monitoring and evaluation instruments and other data gathering guides prior to the actual field visit. The members were divided into two sub groups, with one sub-group in charge of the monitoring component while the other was responsible for the evaluation portion. These monitoring and evaluation forms were used in interviewing and generating data for the number of actual project beneficiaries, project managers volunteers, village leaders, clients of the catering project and other community members involved in the project.

Highlights of the monitoring and evaluation work

Following are the highlights of the monitoring and evaluation work by Group 3.

The food-catering project visited by Group 3 is set in the context of a poverty alleviation project in the village of East Seragen, Seragen Sub-district, District of Seragen. The town mayor explained the ultimate vision and mission of the town during the preliminary briefing session before the interviews were conducted by Group 3. When the mayor assumed office, more than fifty per cent of the population lived below poverty line. The poverty alleviation programme was launched to remedy this community problem and to improve the overall quality of life of the community.

The village is located near the urban areas of Surakarta and there is little agricultural work among the community members. The changing personality of the village from an agriculture-based area to a suburban place has substantial implications for the educational services required of the education sector. The livelihood and income-generating skills required now are those that would enable people to produce products and manpower services for the urban sector. The project was conceptualized as a response to the foregoing educational concern of the village so that people can embark on income-generating activities that eventually improve their economic situation. The project is one of seven apprenticeship and income-generation programmes established in the community from 1982 to 1986 as part of the education sector's promotion of literacy anchored on income-generation efforts. The other programmes include motorcycle repair and maintenance workshop, sewing, hair dressing, wedding make up and cooking.

The project is called the "Joke Food Catering Services" and was organized by the womens organization (PKK) of East Seragen. Although the planned start-up date was October 1994, there was a slight delay due to organizational issues and it finally started in December 1994. Its initial capitalization was Rp 2,007,000.

Since 1994, the project implementers under the guidance of Ms. Joko have carried out activities as planned. The apprenticeship programme involves hands-on preparation of food products directly supervised by the tutors and mentors. Learners are able to study together and share ideas. They are able to improve their products through continuing guidance and advice from the tutors.

Mentors and tutors keep themselves abreast with the latest trends in food preparation as well as make frequent inquiries on the food preferences of their clients. They regularly make studies on new menus and test them to find out whether they would be attractive to the buying public.

The major responsibilities of Ms. Joko are quality control, resource-generation, networking and marketing. She makes sure that all food products of the learners are of good quality before they are packaged and delivered to clients. The maintenance of the project site and its facilities, the acquisition of resources such as cooking equipment and utensils are also her responsibility. She is in charge of funding and developing cooperative linkages with other groups engaged in food catering. When there are large quantities of food required by some clients she mobilizes project staff and learners for joint food preparation with other groups in the community.

In the area of marketing, the project has become viable because it has regular clients and other food outlets, specifically schools and military installations. The learners and other project participants feel happy with the project because they have a regular source of income and are able to update their skills in food preparation. On the whole, the benefits from the project are continuing education in the area of food catering and income-generation.

The project implementers and learners do not perceive any problems in the project. Since Mrs. Joko herself owns the project site and her residence is in the vicinity, whatever problems, concerns or issues that arise in relation to project implementation are immediately addressed and resolved. The learners and project participants likewise feel that the project objectives have thus far been achieved. The skills training provided to them has immediate application as well as reward in terms of income. They earn from Rp 250,000 to 300,000 per month and they feel that this amount is substantial additional income to the regular incomes of their families.

The project managers are proactive in the sense that they always test new food ideas. There are three well-trained technical staff who in turn train the project trainers who are graduates of junior high school. This cascade approach to training works in project since good quality of food products have been maintained and are highly popular among their clients and other members of the community.

The whole community looks up to the project in terms of obtaining new menus and more delicious food preparation. This is a positive indicator of the impact of the project. Many walk-in clients come to the project premises to order to obtain snacks and other food items during the day.

- Subsidy to the project is sourced from the following:
- Assistance from the government - Rp 200,000
- Financial grant from PKK - Rp 100,000
- Bank loan - Rp 200,000
- Voluntary contributions from the community

Expenditure include food ingredients, utensils used in the cooking, equipment such as stoves, fuel, cooking furniture and fixtures, overhead costs, salaries of project staff and tutors/mentors, maintenance costs and other operating costs.

Project supervision and monitoring are in place. The education ministry makes monthly visits via the community education supervisor, a quarterly visit is made by the head of the section on community education and an annual visit is made by the monitoring staff of the community education provincial office. These visits aim to review project progress and the quality of the implementation of activities. Appropriate project reports are made to the ministry of education and other funding agencies so as to keep them updated on the project.

In summary, the Joko Food Catering Service has so far achieved its planned objectives of providing income-generation activities to learners participating in the project. It has earned a good image in the community by providing a variety of food preparations to its regular and walk-in clients. Continuing learning opportunities are also provided to learners, making them appreciate that in order to be regularly patronized by the community, they should always seek new ideas and concepts by continuously learning about food preparation.

Chapter Five

FOLLOW-UP ACTION PLANS

UNESCO provided an orientation on the outline of possible assistance for follow-up national level activities during 1998. Each participating country prepared a plan of action and strategies for implementation of the proposed activity. The outputs of individual work were shared through a gallery presentation. These action plans are presented in this Chapter.

GUIDELINE FOR FOLLOW-UP ACTIONS

General guideline

UNESCO provided participants with the following guidelines for preparing follow-up national level activities during 1998. The focus of the follow-up project should be literacy and continuing education with particular reference to planning and management aspects. The proposed project should commence during the first half of 1998 and financial contribution from UNESCO to the project will be US$ 3,000-4,000. As part of the project plan, arraignment of an international resource person can be made upon request of the country.

Possible modalities under the proposed project will be:

- workshops on materials development or personnel training
- seminars
- pilot project
- research
- publications

Some points for consideration

UNESCO also presented some points for consideration for the preparation of the follow-up action plans. These points are:

1. Objectives of the project should be clear, achievable and relevant to the needs and situation of the target population and site;
2. Financial support from UNESCO is only seed money, and so it is important to plan for the project's sustainability in terms of organizational, institutional, financial and technical arrangements. Participants are encouraged to contact potential donors in each country including UNESCO field offices; and
3. As much as possible, the project should be jointly implemented by Government and NGOs.

Time-frame

Finally, the following time-frame for project preparation and implementation was presented:

December 1997: Submission of initial action plan at the Regional Workshop in Solo, Indonesia

By March 1998: Submission of a full fledge proposal to UNESCO, Bangkok

March-June 1998: Preparation and commencement of the project

FOLLOW-UP ACTION PLANS

Based on the discussions of issues and strategies for expansion of pilot project, and the guidelines presented by UNESCO, participants prepared action plans. These plans were shared through gallery presentations, which was followed by a plenary discussion on effective implementation of the projects proposed. There were 13 plans presented in the gallery and they included basic project concepts in terms of: context setting of the project and background information; problem addressed by the proposal; target beneficiaries; project objectives; planned activities; time-frame and project schedule; organizational framework; and budget.

Of the 13 follow-up action plans, nine are focused either primarily on training workshops or a combination of training workshops with other related activities. The remaining four concern survey research, capacity-building, monitoring, establishment of learning centres and a pilot project.

Following are the highlights of the discussions after the gallery presentation:

1. The Lao PDR project concept is the conduct of a training workshop which aims to parallel the outcomes of the national workshop on literacy and continuing education to the provincial level. Target participants are the project implementors in six provinces of the country.
2. The Bangladesh project concept has three components: a workshop and a seminar on planning and management; a pilot project; and a dissemination component that will involve the publication and distribution of the outputs of the three other components to the project implementors at the field level. An evaluation component is also included to determine the replicability of the project.
3. Similar follow-up action plans are proposed by Cambodia, Nepal, Pakistan, Papua New Guinea, the Philippines and Mongolia. They are generally aimed at providing target participants with the necessary planning and management skills in literacy and non-formal education.
4. Nepal plans to conduct a government survey to identify school drop-outs. It proposes to establish non-formal education centres to provide basic education for these drop-outs.
5. The project concept from India is primarily a capability-building effort that aims to train women and adolescent illiterates and semi-literates in methods of growing vegetables and horticulture.The project is envisaged to provide supplementary incomes to the project beneficiaries.
6. In addition to a training seminar on planning and management proposed by Papua New Guinea, it also plans to develop a project monitoring mechanism that aims to closely monitor project implementation from national to local levels.
7. The Mongolia follow-up action plan has an added component to its proposed training workshop on planning and management. It proposes to include a training programme on curriculum development, materials preparation and production, evaluation and equivalency.

8. The Indonesian follow-up action plan is a pilot project that aims to reach junior secondary graduates who are not able to continue with their senior secondary school programmes. The project focus is the provision of Paket C non-formal education to these target beneficiaries, specifically in Central Java and West Java. The expected output of the pilot project is the testing of the viability of a model for reaching these project beneficiaries, curriculum development and materials development that are appropriate and relevant to local needs. The pilot project will also test locally managed project schemes in order to solicit community participation.

To summarize, the majority of the follow-up action plans focus on competency-based training workshops that are designed to develop the skills of project managers and implementors in the areas of project concept building, planning, management, monitoring, and evaluation. They further aim to transfer the competencies which have been developed at the national level to the provincial and community project implementors.

Each country action plan is provided below:

FOLLOW-UP ACTION PLAN	BANGLADESH

Title:	*Project on Sustenance of Literacy Skills of Neo-literates*
Location:	A village of Bangladesh
Target group:	Neo-literates (adult)

■ Objectives:

1. To prevent neo-literates relapsing into illiteracy;
2. To sustain and improve the skills of neo-literates;
3. To train planning and management personnel regarding smooth implementation of the project; and
4. To develop a new system of monitoring the project, apart from the ordinary literacy project.

■ Rationale for the project

Bangladesh is committed to achieve 62 per cent adult literacy rate by the year 2000 and 100 per cent by the year 2005. The current adult literacy rate (1994) in Bangladesh is 47.3 per cent. Bangladesh has developed three modes of imparting non-formal education: Total Literacy Movement (TLM); Centre-Based Approached (CBA) by giving subvention to NGO's; and, Free Primer distribution to Philanthropic and Voluntary Organization (PVOS). On average, imparting NFE to more than 25 million adult illiterates is required, however, there is no structured plan or programme to sustain the literacy skill of the neo-literates. This project is proposed to prevent neo-literates from relapsing.

■ Description of the project

1. Workshop (US$500): To increase the capacity of planning and management personnel and to develop materials suitable for neo-literates. The workshop will provide guidelines for planning and management techniques to be carried out for the project, and materials to be procured or developed for neo-literates.
2. Seminar (US$200): To disseminate the experience and to exchange views of other organizations. This will allow planning and management personnel to become academically more experienced.
3. Pilot project (US$200): The proposed pilot project will be implemented in a selected village after conducting a base-line survey. Materials will be supplied and procured as per the suggestions and findings of the workshop and seminar.
4. Publication (US$200): The findings and suggestions of the workshop and seminar will be compiled, photocopied and circulated to concerned officials of government and NGO officials.

- **Commencement of the project**: 3 May, 1998

- **Duration of the project in the field**: May-Oct., 1998

- **Action plan**

January	2 Workshops and 1 seminar
February	Circulated team of workshop seminar findings
March	Select-ion of team & location of the project
April	Local level
May	Start of the project
June	Monitoring
July	Monitoring
August	Monitoring
September	Monitoring
October	Monitoring
November	Monitoring

- **Evaluation and replication**

After completion of the project, there will be provision for evaluation of the project. According to the findings and suggestions of the evaluation, this project may be replicated throughout of the country to sustain the literacy skill of the neo-literates.

FOLLOW-UP ACTION PLAN | **BHUTAN**

Title: *Local Workshop on Planning and Management of Literacy and Continuing Education*

■ Rational

Bhutan with financial and technical support from ESCAP, UNESCO has launched a project on *Promotion of Literacy for Women* through capacity building of local organizations since the beginning of 1997. The first activity in this project is the organization of a national workshop for all the District Education Officers on planning and management of literacy and continuing education, funded by ESCAP and scheduled for February 1998.

As a follow-up action to the national workshop, the DEOs will organize local level workshops for local people who are involved in NFE programmes. At least one local level workshops has been proposed for 5 districts that have NFE programmes. It is therefore necessary to mobilize financial resources to facilitate the organization of local level workshops.

■ Objective

To enhance the management skills of local organizations in literacy and continuing education.

■ Specific objectives

To train local committees for NFE (village headman, school head-teacher, instructor, and supervisors) in the planning and management, and monitoring and evaluation of literacy and continuing education.

■ Expected outcome

All NFE committee members at the local level will have received training on planning and management of literacy and continuing education. A systematic mechanism of monitoring and evaluation of literacy and continuing education will have been developed.

■ Strategies

DEOs from the 5 districts in the eastern region will jointly organize a local level workshop. Education HQ will mobilize and provide funds for the workshop. Technical support will be provided by Education HQ if necessary. A detailed work plan of the workshop will be proposed by DEOs during the national workshop in February 1998.

■ **Budget**: US $4,000

■ **Source of funding**: PROAP, UNESCO

FOLLOW-UP ACTION PLAN	CAMBODIA

Title: National Training Workshop on Planning and Management of Literacy and Continuing Education.

Duration: 7 days.

Prepared by: **Mr. Nop Tim**, Chief, Bureau of Non-Formal Education

■ Rationale of the project

Cambodian personnel are having difficulties in planning and management therefore training is necessary so that they are able to implement action plans and to manage the activities of the implementation.

■ Objectives:

1. Provide knowledge on planning and management of NFE to provincial personnel in 22 provinces; and
2. Provide provincial personnel with the capacity to train the NFE personnel at district and commune levels.

■ Participants: 42 personnel (20 from national and 22 from provincial level)

■ Assistants: Experts from UNESCO

■ Activities:

1. Translation of 4 volumes of the APPEAL Manual for Planning and Management of Literacy and Continuing Education..
2. Organizing the training workshop

■ Proposed budget:

1. US$4,000 for workshop
2. US$3,000 for translation of 4 volumes of AMPM
3. Total: US$7,000

FOLLOW-UP ACTION PLAN	INDIA

Title: Building technical capacities among rural women for increased food production in the cluster of 7 villages in the vicinity of Cedrw-Shirapus, Pune, India

Submitted by: **CEDRW** – Shivapur, IIE Pune, India and **Krisna Rao**

■ Objectives:

1. To train woman and adolescent girls who are either neo-literate, semi-literate or drop-outs in new methods of growing vegetables and horticulture; and
2. To provide supplementary income to the families involved in the programme.

■ Beneficiaries: 50 to 55 families in seven villages.

■ Ownership of the project

Indian Institute of Education, Pure Maharastra State (India), and women and girls involved in the programme.

■ Guidance, supervision, monitoring, evaluation: by CRDPW and IIE Pune.

■ Methodology:

All the women and girls:

1. along with their family members will be involved in the programme;
2. will have awareness programme organized for them;
3. will have technical guidance provided on the spot; and
4. be supported by mobilized local resources.

■ Duration: 2 to 3 years

■ Sources of funding:

1. Initial seed money from UNESCO US $4,000
2. Additional sources mobilized
3. Institution's own resources

FOLLOW-UP ACTION PLAN	INDONESIA

Title: *Pilot project on Paket C Programme Evaluation to Upper Secondary School*

- **Rationale of the project**:

1. Many junior secondary school graduates do not continue to senior secondary school.
2. Many drop-out from upper secondary school.
3. To support government policy on human resource development as a priority.

- **Goal**

To improve knowledge, skill and attitude of the Paket C learners.

- **Objective**:

1. To develop a suitable model of teaching and learning strategy; and
2. To develop a suitable model of learning group management.

- **Target group**:

1. 60 learners;
2. Drop-outs from upper secondary school;
3. Graduates of lower secondary school; and
4. Graduates of Paket B equivalent lower secondary school.

- **Time table**: June 1998 to June 1999

- **Organization**:

1. Directorate of Community Education;
2. Research and Development Centre; and
3. Learning Activities Development Centre

- **Location**: Central and West Java

- **Budget**:

1. Directorate of Community Education;
2. Research and Development Centre;
3. Learning Activities Development Centre; and
4. UNESCO US $4,000

FOLLOW-UP ACTION PLANS	LAO, PDR

Background:

1. Priority to implement the policy of NFE; and
2. Follow the outcomes of the National Workshop on Planning and Management of Literacy and Continuing Education, and follow the UNESCO-PROAP Project on Planning and Management of Literacy and Continuing Education (PMLCE).

Objectives:

1. To provide a national plan for NFE;
2. To provide AMPMM for NFE personnel; and
3. To make action plans for NFE at province and district level.

Activities

Presentation: Documents for presentation are as follows:

- Experience of NFE in Lao and region
- Policy of NFE
- National Plan of NFE
- AMPM

Group Discussion:

- Group Report
- Practice: survey needs assessment
  try to make the action plan

Target group

NFE personnel who are responsible for planning in 6 provinces, including 12 districts: 20 persons.

Outcomes:

1. NFE personnel at the local level have knowledge and understanding of (PMLCE),
2. Local manual for (PMLCE); and
3. Examples of action plan for NFE

- **Budget**:

Materials	US$1,000
Travel	US$1,000
Board/lodging fee	US$2,000
Total	US$4,000

- **Organizer**: NFE Department and NFE Regional Centre

- **Time frame**: April 1998

- **Resource persons**

NFE technical staff and specialists of FE from World Education (WEI), in collaboration with World Education in Lao PDR

FOLLOW-UP ACTION PLAN	MONGOLIA

Title: *Training Workshop on Planning Management and Curriculum Development for Managers of Non-formal Education Centres of Mongolia*

Rationale

The Mongolian government in 1997 established the Non-formal Education Centre in Mansaatar. The government will establish provincial NFE centres starting 1998. However, the staff who will manage the provincial centres do no have adequate knowledge and skills in managing NFE projects.

Project objectives

To train field managers of NFE projects in management of planning, monitoring evaluation, curriculum development, materials development for equivalency.

Participants: 63 field managers, 3 from each of the 21 provinces.

Expected outcomes:

1. 63 trained field managers; and
2. Curriculum for literacy programme developed.

Proposed schedule

February 1998:	Submit proposal to UNESCO
May - March	Pre- workshop co-ordination
June or July 1998	Conduct workshop

Proposed budget: US$4,000

FOLLOW-UP ACTION PLAN — NEPAL (GOVERNMENT)

Title: *Drop-out Eradication Project*

Location: Makwanpur Hetauda, Ward No 2, Nepal

Objectives:

1. To conduct a household survey to identify all children in the age group 9 to 14 years who have dropped out from primary school
2. To establish non-formal education centres to provide basic education to all children (approximately 300 children)

Strategies:

1. One Project Manager will be provided from the District Education Office of Makwanpur Hetauda;
2. 15 facilitators to be trained;
3. 15 classes started at 15 centres;
4. Learning materials will be provided from the project office;
5. Course contents consistent with the government education section; and
6. Evaluation tools applied, as per the government's evaluation tools of other continuing education classes.

Time period:

1. 6 month will be taken for class;
2. 5 days class continued weekly; and
3. 2 hours duration for each class.

Co-ordination:

1. One local level committee formed;
2. One Supervisor will work with some remuneration; and
3. Supervisor will co-ordinate with primary schools

Funding:

1. Seed money of US$2,000 from UNESCO; and
2. US$50,000 from other agencies, such as the NFE section of Government

Supervision

Supervision from the NFE Section of DE Office of Makwanpur Hetauda.

FOLLOW-UP ACTION PLAN — NEPAL (NGO)

Title: *Workshop for Training on Monitoring and Evaluation Mechanisms*

Prepared by: **Trilok Neupan** (Nepal)

■ Rationale

The NGO-Co-ordination Committee (NGO-DCC) in Morang, Nepal has been coordinating the NFE programme for its members. Under the umbrella of NGO-DCC, member NGOs have been implementing literacy classes for children as well as for adults. These NGOs require training for capacity building in monitoring and evaluation of projects.

■ Objectives:

1. To develop the capacity of NGOs for monitoring and evaluating NFE projects; and
2. To familiarize participants with two concepts of planning and management for NFE.

■ Course contents:

1. concepts of project planning and management;
2. formulating project proposals; and
3. project evaluation.

■ **Districts**: Morang, Sunsari, Bhojpur

■ **Venue**: Biratnagar, Nepal, Number of NGOs: 20 x 2 person per NGO

■ **Tentative Date**: September-October 1998

■ Resource persons:

- Regional
- National
- International (if possible)

■ Resources:

- UNESCO – US$2,000
- NGOs
- Local Government

■ Organizers:

NGO-DCC, Morang and CEDS will jointly organize the training.

FOLLOW-UP ACTION PLAN | **PAKISTAN**

Title: *Training Workshop on Monitoring and Evaluating for NFE Personnel.*

Rationale

A country-wide non-formal basic education is being implemented through NGOs and CBOS. A further project of non formal education for rural women is soon to begin. There is need to train personnel in functional evaluation of non-formal education programmes so that the programme may be implemented effectively

Objectives:

1. Provide field training for NGOs and GOs in NFE concepts;
2. Provide knowledge and skills, regarding monitoring and evaluation techniques; and
3. Prepare a set of monitoring and evaluation tools.

Participants

35 persons from GOs and NGOs directly involved in the management and operation of non-formal education programmes.

Output:

1. 35 persons trained in monitoring and evaluation; and
2. A set of monitoring and evaluation tools.

Proposed budget:

UNESCO	US $ 4,000
GOP	US $ 2,000
NGO Bunyad	US $ 2,000
Total	US $ 8,000

FOLLOW-UP ACTION PLAN | PHILIPPINES

Title: *Training Workshop on Planning and Management for the Competencies Literacy and Social Economic Programme*, a Developmental Programme (CLASP) of Zen Santos City and Calumpit, Bulacan, Philippines.

Prepared by: **Teresita F. Batilo, Mila Eugenio**, (Philippines)

Rationale

These two sites need capability building in planning and management of literacy and non-formal education among trainers who will reach the illiterate, particularly women and out of school youth.

Objectives

To train field personal of NFE who will handle the project.

Description of the project

1. CLASP is for the development of Zen Santos City and Calumpit, Bulacan, Philippines;
2. The training workshop includes training, curriculum formulation and production of materials; and
3. 40 participants will be involved in the programme.

Expected outcomes:

1. Trained personal; and
2. Formulated curriculum and production of materials.

Proposed schedule:

February 1998	Full proposal to UNESCO
March-July 1998	Pre co-ordination with UNESCO
September-December 1998	Conduct of workshop

Proposed budget: $4,000 each

FOLLOW-UP ACTION PLAN — PAPUA NEW GUINEA

Title: *To Sustain Literacy Skill of Non-literates*

- **Target group**: People aged 20 to 35 years, (a village in PNG)

- **Objective**:

1. To train, plan and manage literacy personnel in the area of implementing literacy programmes;
2. To prevent relapse of newly literate people; and
3. Develop a system to monitor the project more efficiently.

- **Rational**:

1. PNG is committed in its continuing education programme to incorporate relevant education in non-formal centres;
2. To co-ordinate non-church agency groups, NGOs and the Department of Education in their strive to meet and establish non-formal literacy and continuing education programmes;
3. Current education reform in PNG; and
4. Programme become more relevant to improve access as well as catering for continuing education.

- **Project description**:

1. Workshop: To plan and devise materials suitable for learners in their mother tongue;
2. Personnel: Training in the planning and management of personnel to become academically qualified to run and sustain programmes; and
3. Fund Management: Establish a fund management group to oversee proper use of funds assisting the project implementation.

- **Budget**:

1. Establish a budget committee in the village to monitor the US$4,000 allocated by UNESCO; and
2. Establish a reporting system on the use of the US$4,000.

- **Time schedule**:

June 1998	Project to begin
June-November 1998	Implementation phase

- **Action plan**:

February-April	Run 3 workshops for trainers and tutors.
May	Conduct a seminar to educate committees in their roles and responsibilities to the project.

Circulate information's to communities, NGOs and interested community groups to be partners in the project.

- **Evaluation**:

1. On completion of the project, an evaluation will be conducted; and
2. Reports to suggest continuation of the project and requests to funding donors.

FOLLOW-UP ACTION PLAN — VIET NAM

Background

Planning and management in continuing education remains weak and shortened at all levels. It is necessary to organize training courses.

Objectives:

1. to develop the integration of continuing education into national and local plans; and
2. to study the ideas of UNESCO on planning and management of literacy and continuing education.

Time and venue: 4 days, April 1998 in Danang City.

Contents of training course:

1. Report on orientation, main tasks and objectives for the period, 1996-2000, a five year plan for socio-economic development.
2. Experience papers on planning and management of participants.
3. The new regulations on organization and operation of continuing education centres.
4. Materials from the UNESCO workshop, December 1997, Indonesia.

Participants: 61; one person from each of the 61 provinces

Resource persons:

1. Director of the Continuing Education Department;
2. An international expert from the 1997 Indonesia workshop; and
3. One expert from UNESCO Bangkok.

Budget:

UNESCO	US$4,000
Local Government	US$4,000
Total	US$8,000

Implementing agency

Continuing Education Department, Ministry of Education and Training, Viet Nam.

ANNEXES

Annex I

PROVISIONAL ANNOTATED AGENDA

PART I: EXCHANGE FORUM ON LITERACY AND CONTINUING EDUCATION

■ Opening ceremony and keynote presentation

The opening ceremony will take place at 9:00 of 10 December 1997. The keynote presentation will be made by Prof. Soedijarto, Director-General of Out-of-School Education, Youth and Sports, Ministry of Education, Indonesia. A detailed programme of this activity will be given to participants before the Ceremony starts.

■ Introduction to the workshop

UNESCO will orient the participants on the objectives, its overall schedule and expected outcomes of the workshop. Chairperson, vice chairpersons and rapporteurs of the workshop will be elected.

■ Plenary panels on case studies

Major findings and lessons learned from Case Studies on planning and management of literacy and continuing education, carried out in Bangladesh, India, Indonesia, Lao PDR and Mongolia will be presented by each country participant in a plenary panel. Each presentation will be followed by a forum session for generating reactions, comments and observations. Questions and other points of query will also be entertained during the forum session.

■ Roundtable discussions on country experience

Roundtable discussions will be convened wherein the participants will present a report on planning and management of literacy and continuing education. Reports on innovative activities on literacy and continuing education will also be presented at roundtable. Each presentation will be followed by questions and answers, and general comments and discussions in an open forum.

■ Plenary panel on wrap up discussion

Synthesis of the presentations and discussions during the panels and rountables will be presented by the resource persons. General discussion will follow to share the comments and observations of the activities during Part I.

PART II. FIELD VISITS

Introduction to Part II and Part III

UNESCO will introduce objectives and activities of Part II and III. The schedule of the sessions will be reviewed and adopted with necessary modifications as required. Participants will be invited to share their expectations and/or concerns about the training sessions. Chairpersons and rapporteurs for these sessions will be elected.

Session II-1: Project cycle

The main objective of this session is to enable the participants to gain understanding of the entire cycle of literacy and continuing education projects regarding planning, management, monitoring and evaluation. Resource persons will make presentations on this cycle as well as a briefing on the mechanics of the field visits. This will be followed by group work to develop instruments for observing key aspects of the project cycle. The instruments will be developed based on the information about the project sites to be visited by the field visit.

Session II-2: Field visits

Participants, in three groups, will undertake field visits to observe literacy and continuing education activities in selected places in Indonesia, with attention to the planning and management aspects of the project. Participants will utilize the instruments for the field observation which will be developed during the session on project cycle. Follow up discussions will be undertaken by the same small groups according to the guideline, the outcomes of which will be shared at the plenary session.

PART III. TRAINING ON PROJECT FORMULATION AND MONITORING AND EVALUATION

Session III-1: Project formulation

This session aims to provide participants with practical experience in project conceptualization and formulation of project plans on literacy and continuing education through appropriate presentations and hands-on exercise. Presentations by resource persons will first provide basic concepts, methods and methodologies of the project formulation process. Participants will then undertake the exercise to develop a project plan based on the available data to be provided by the local host in Indonesia. This work will be undertaken by several small groups of 3-4 persons. Participants will be divided into three groups and share the outcome of the small group work.

■ Session III-2: Project monitoring and evaluation

Resource persons will make presentations on concepts, methods and tools of monitoring and evaluation, the basis on which participants will prepare, in three groups, instruments to be used for the evaluation exercise. The three groups will undertake a visit to project sites respectively to obtain the necessary information for preparing evaluation reports. Participants will then prepare, by pairs, an evaluation report on the projects visited. The report will be presented by each pair in the three groups for comments and discussions by the other participants.

■ Session III-3: Synthesis of project cycle, formulation and monitoring and evaluation exercise

Three resource persons will present, at the plenary, a review of activities during the field visits and training sessions. Remaining issues concerning planning and management of literacy and continuing education will also be presented. The presentations will be followed by comments and general discussion in an open forum.

■ Session III-4: Developing follow up actions plans

UNESCO will provide an orientation on the outline of possible assistance for follow up national level activities during 1998. Each participating country/NGO will prepare a plan of action and strategies of the proposed activity. The outcomes of the individual work will be shared at the plenary session for comments and suggestions.

■ Evaluation of the workshop

At the end of the workshop, the workshop objectives will be evaluated by participants.

■ Closing ceremony

A draft report of the workshop will be prepared by the group of rapporteurs and will be adopted with necessary modifications as required. After the adoption of draft report, the workshop will be formally closed.

Annex II

PROVISIONAL SCHEDULE OF WORK

PART I: EXCHANGE FORUM ON LITERACY AND CONTINUING EDUCATION

Wednesday, 10 December (Day 1)

08.30 - 09.00	Registration
09.00 - 10.00	Opening ceremony and keynote presentation (separate programme)
10.00 - 10.30	Tea/coffee break
10.30 - 11.00	Introduction to the workshop and election of officers
11.00 - 12.30	Plenary Panel I – Case study in India
12.30 - 14.00	Lunch break
14.00 - 15.30	Roundtable I – Experiences in the countries Table A: China and Bhutan Table B: Viet Nam
15.30 - 16.00	Tea/coffee break
16.00 - 17.30	Plenary Panel II – Case study in Mongolia
Evening	Reception by the Indonesian host

Thursday, 11 December (Day 2)

09.00 - 10.30	Plenary Panel III – Case study in Lao PDR
10.30 - 11.00	Tea/coffee break
11.00 - 12.30	Roundtable II – Experiences in the countries Table A: Cambodia Table B: Nepal
12.30 - 14.00	Lunch break
14.00 - 15.30	Roundtable III – Experiences in the countries Table A: Indonesia Table B: Pakistan
15.30 - 16.00	Tea/coffee break
16.00 - 17.30	Plenary Panel IV – Case study in Indonesia

Friday, 12 December (Day 3)

08.30 - 10.00	Plenary Panel V – Case study in Bangladesh
10.00 - 10.30	Tea/coffee break
10.30 - 12.00	Roundtable IV – Experiences in the countries Table A: Indonesia Table B: India
12.30 - 14.00	Lunch break
14.00 - 15.30	Roundtable V – Experiences in the countries Table A: Philippines Table B: Bangladesh and Papua New Guinea
15.30 - 16.00	Tea/coffee break
16.00 - 17.30	Plenary Panel – Wrap up of Part I
Evening	Reception by UNESCO

PART II. FIELD VISITS

Saturday, 13 December (Day 4)

Visits to Solo city and Borobudur

Sunday, 14 December (Day 5)

09.00 -09.30	Introduction to Part II and Part III • agenda, objectives, expectation checks
09.30 - 10.30	Session II-1: Project cycle • presentation by resource persons on concepts and tools
10.30 - 11.00	Tea/coffee break
11.00 - 12.30	Session II-1 (continued) • introduction to the group work and briefing about the project sites to be visited
12.30 - 14.00	Lunch break
14.00 - 15.30	Session II-1 (continued) • group work
15.30 - 16.00	Tea/coffee break

16.00 - 17.30	Session II-1 (continued) • group work • sharing of group work
Evening	Diner hosted by Provincial Office of Department of Education and Culture, Central Java

Monday, 15 December (Day 6)

08.30 - 12.30	Session II-2: Field visits to project sites in three groups
12:30 - 14:00	Lunch break
14.00 - 15.30	Session II-2 (continued) • review of field visits (group discussion)
15.30 - 16.00	Tea/coffee break
16.00 - 17.30	Session II-2 (continued) • presentation of group discussion and follow up discussion

PART III. TRAINING ON PROJECT FORMULATION AND MONITORING AND EVALUATION

Tuesday, 16 December (Day 7)

09.00 - 10.30	Session III-1: Project formulation • presentation by resource persons on concept, methods and mechanism • presentation by local experts on data and information of the community for project formulation
10.30 - 11.00	Tea/coffee break
11.00 - 12.30	Session III-1 (continued) • project formulation practice utilizing local data and information (small group work: 2-3 persons)
12.30 - 14.00	Lunch break
14.00 - 15.30	Session III-1 (continued)
15.30 - 16.00	Tea/Coffee break
16.00 - 17.30	Session III-1 (continued) • presentation of group work in three groups • wrap-up session
Evening	Cultural Performance

Wednesday, 17 December (Day 8)

09.00 - 10.30	Session III-2: Project monitoring and evaluation • presentation by resource persons on concept, methods and tools • group work for preparing own tools • briefing about the sites to be visited
11.00 -	Session III-2 (continued) • field visit to the project sites for monitoring and evaluation exercise

Thursday 18 December (Day 9)

09.00 - 10.30	Session III-2 (continued) • work in pair for evaluation report
10.30 - 11.00	Tea/Coffee break
11.00 - 12.30	Session III-2 (continued) • sharing evaluation reports in three groups
12.30 - 14.00	Lunch break
14.00 - 15.30	Session III-3: Synthesis of project cycle, formulation and monitoring and evaluation exercise • review by three resource persons followed by reflections and discussions
15.30 - 16.00	Tea/Coffee break
16.00 -	Session III-4: Developing follow up action plans • introduction to the activity • individual work on preparing action plans
Evening	Reception by Mayor of Solo

Friday, 19 December (Day 10)

09.00 - 10.30	Session III-4 (continued) • gallery presentation - display of proposals and discussion
10.30 - 11.00	Tea/Coffee break
11.00 - 12.00	Workshop evaluation and closing ceremony
13.00 -	Farewell lunch reception

Annex III

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Annex IV

KEYNOTE PRESENTATION

Prof. Dr. Soedijarto
Director-General of Out-of-School Education, Youth and Sports
Ministry of Education and Culture, Republic of Indonesia
at the Opening of the Regional Workshop on
the Educational Planning and Management for Continuing Education

Assalamu'alaikum Warahmatullahi Wabarakatuh,
Distinguished participants from UNESCO Principal Regional Office for Asia and the Pacific
Distinguished participants from UNESCO Member States in the Asia and the Pacific Region.
Ladies and Gentlemen,

On behalf of the Government of Indonesia, and in particular on behalf of the Ministry of Education and Culture, it is my pleasure to welcome you all to this important meeting. Especially to the representatives of UNESCO Member States in the Asia and the Pacific Region, who have traveled so far, I welcome you to Indonesia, and I hope that you will enjoy your stay with us. I hope that you allow me to also encourage you to use this opportunity to get to know Indonesia, its people and its culture, in addition to workshop activities.

I am sure that I speak for all my Indonesian colleagues when I say that we are pleased that Indonesia is again chosen to host a UNESCO-sponsored regional workshop. At this time, the focus of our workshop is "**educational planning and management on continuing education for human resource development to meet the challenges of the twenty-first century**".

Under the present circumstance, I would like to break the theme of our workshop into three main aspects:

Firstly, development does not take place in a vacuum, nor is it built upon an abstract foundation. Development takes place within a specific societal context and in response to specific societal conditions. It affects all aspects of society, and all aspects of society contribute to or are reflected in development. Social and human resources development make social and economic relations more harmonious, expressed in societal cohesion, and provide a solid foundation for achieving long-term progress.

People are indeed a country's principal asset. Their well-being defines the needs for development. Their energy and initiative drive development. The benefits of investing in people, however, go beyond increasing the productivity of labor and facilitating access to global opportunities. A healthy, well-educated citizenship contributes to social cohesion of a country and imparts a dynamism to all aspects of life and culture.

Absolute poverty, hunger, disease and illiteracy are lot of one-fifth of the world population. There can be no more urgent task for development than to attack both the causes and the symptoms of these ill. It is a task that requires action and commitment. It is an agenda that requires the widest possible distribution of development efforts, the implementation of broad-based strategies and the orientation of efforts towards the enhancement of people.

Under these circumstances, the generation of skilled personnel for the improvement of the quality of life is an important policy goal for the countries of the region. Science and human resource development will play the fundamental roles in the region's economic growth and social development. It is therefore, a very urgent matter that educational planning and management for continuing education as a life-long process be implemented seriously in order to improve the quality of the human resources.

Secondly, since planning implies chalking out a direction for future actions to achieve pre-determined objectives through the optimum use of available resources, a planning exercise may be attempted at different levels: macro, meso, micro and institutional. At macro level, the unit of planning may be a nation of a province, while at meso level it can be extended to a district, sub-district, or a village. At institutional level, the educational planning related to the specific institution or school or learning group.

It is important to note, however, that micro-level educational planning operates within the multi-level planning. This is because the functions of different types of planning and its multiple facets are mutually complementary – each one nested in the other and performing its particular role. Micro-level planning may modify the targets and priorities in view of the local social, cultural and economic conditions. In this sense, planning needs to be viewed as a comprehensive, modular and interactive process and not as a homogenous monolithic block. It is of course assumed that the mutual inter-relationships among different plans are inherently emphatic and that the segments do not operate at cross purpose.

To apply all segments of educational planning and management for continuing education in human resources development (HRD) context, it is important to note the conditions of HRD at macro, meso, micro and institutional levels.

Thirdly, Indonesia has achieved significant progress in most of the economic sectors during its First Long-Term Development Plan (First Twenty Five Years Plan, 1969-70 to 1993-94) and plans to enter the take-off stage in the efforts to become "a developed, just, prosperous and self-reliant nation" during the Second Long-Term Development Plan. During the First Long-Term Development Plan, substantial progress was achieved in industry, agriculture, infrastructure and service sectors with the average economic growth rate of 6.8 per cent per annum. The income per capita rose from US$70 in 1969 to about US$ 700 by the end of the First Long-Term Development Plan. The industrial sector grew at the average real rate of 12 per cent per year. Since 1991, the share of industrial sector exceeded the share of agricultural sector, while it continues to rise further, indicating a shift from agricultural economy towards industrial economy. These trends imply the need for structural changes in the human resource development strategies and in the content of the education system at all levels.

Substantial progress was also achieved in education sector. By the end of the First Long-Term Development Plan, almost all primary school-age children were enrolled in six year primary schools compared to only 41 per cent in 1968-69. The rate of illiteracy fell from 39.1 to only 15.8 per cent. The number of public universities rose to 52, with at least one public university in each of the 27 provinces. The number of private universities increased from 334 in 1975 to 1200 in 1996. The annual out of the universities rose to 148,000 graduates and to about 60,000 from diploma programs in 1993-94. Therefore, during the Sixth Five Year Development Plan and the Second Long-Term Development Plan, the Indonesian Government accords high priority to qualitative improvements at all educational levels, besides the target of universalization of Nine Year Basic Education by the end of the Eighth Five Years Development Plan. The target for the qualitative improvement include also to channel greater share of enrollment in scientific, technological, economic and vocational fields.

As the overall economic development strategy during the Second Long-Term Development Plan, the human resource development has been identified as the most critical area for development. This has been considered essential in anticipation of the free trade area (AFTA) in ASEAN countries by year 2003, and in the Asia-Pacific region (APEC) by year 2020, when Indonesia shall have to face tough competition in the quality of its products and the productivity of its human resources. At present, Indonesia is considered to be still fare behind some other ASEAN countries to be able to compete in services and labor force market. Although, in terms of overall quantity Indonesia has a surplus labor force in general areas but there are indications of shortages in technical, scientific and technological areas. Furthermore, there are serious concerns about the capability of education and training institutions to produce labour force competent in skills required for a rapidly industrialization economy which is bound to face competition from other ASEAN and Asia-Pacific countries with more skilled labor force.

Based on the three aspects elaborated above, anticipating the challenges that we all will be facing in the 21st century, I am sure that all of you agree with me that educational planning and management for continuing education will play, a very vital role. Not only that we should seriously motivate "**the have-notes**" in education to learn life-long, but also encourage "**the haves**" in education to help. In short, this is "**education for all**" and "**all for education**".

I am sure all of you know and are familiar with the tasks expressed in the World Declaration on Education for All (Jomtien, Thailand, 1990), and before that, the Asia-Pacific Programme of Education for All – APPEAL (New Delhi, India, 1987), and the nine high-population developing countries (China, India, Indonesia, Pakistan, Bangladesh, Egypt, Nigeria, Mexico, Brazil) who met in India in 1993 asserting their serious efforts in the implementation of Education for All programmes. This E-9 initiative has been followed through E-9 Ministerial Review Meeting, the first in Bali (1995) and the second, very recently, in Islamabad (1997).

I do very much hope that those declarations should be implemented by all of us, by the UNESCO Member States, and in carrying out those tasks, educational planning and management for continuing education is, indeed, a must.

With this simple last statement, I hope that you all will participate actively and positively in this workshop.

Thank you.

Annex V

SYNTHESIS OF WORKSHOP EVALUATION

The following are the synthesis of workshop evaluation made by participants. The total number of response to this evaluation was 17.

1. Preparation for the workshop

- Information and documents reached:

promptly	17
late	0

Comment: One participant responded that he had a difficulty to obtain visa to Indonesia, although he informed UNESCO of his passport details in advance.

2. Workshop programme

Part I. Exchange forum

- Overall Evaluation

Very good	10
Good	7
Not good	0

- Useful inputs and experiences learned from the presentations and discussions are:
    - many kinds of experience from case studies and country reports
    - comparison of different experience
    - concrete examples on planning and management
    - experience from Indonesian experience
    - specific problems impeding the project implementation
    - functional literacy
    - district level community education centres
    - development of curriculum participated by the learners
    - co-ordination of literacy and income generation programmes
- Suggested areas for improvement are:
    - presentation methods
    - more plenary sessions rather than roundtables

Part II. Field visits and project cycle

- Overall Evaluation
  - Very good 7
  - Good 10
  - Not good 0
- Useful inputs from the presentations on the concept of project cycle are:
  - components of project cycle
  - concept of a project
  - implementation stages
  - design of a project
  - data collection for planning
  - monitoring and evaluation aspects
- Lessons learned from the field observations are:
  - management about a project
  - How a project can be launched
  - necessity of government commitment
  - involvement of army personnel could be encouraged
  - involvement and participation of community people
  - working approach - bottom up approach
  - coordination between community, government and NGOs
  - participation of private agencies in NFE activities and their management
  - income generation programme can help poor people
  - equivalency programme
  - integrated literacy programme
  - sustainable class by linking the skill training and literacy
- Useful experiences from the group work exercise are:
  - sharing each other the knowledge, skills and methodologies
  - open discussion among members
  - support to each other
- Suggested areas for improvement are:
  - More adequate preparation for resource person presentation
  - Not too many sub-group activities
  - More time may be needed
  - More focused questionnaires on target groups

Part III-1. Training on project formulation

- Overall Evaluation
  - Very good 6
  - Good 11
  - Not good 0
- Useful inputs from the presentations on the concept of project formulation are:

- how to design a project
- identification of needs
- setting objectives
- concept of project and project formulation
- steps and methods
- guidelines for pilot project formulation
- developing action plans
- difference between project and programme
- developing project proposals
- identifying manpower and facility requirement

◆ Useful experiences learned from the group work exercise are:

- to get familiar each other
- sharing experience each other
- learning by doing
- gained experience and skills
- how to design project correctly
- practice in preparing a project based on data
- active participation
- useful comparison among projects prepared by different groups

◆ Suggested areas for improvement are:

- UNESCO should have a model project as example for countries
- Less topics and more time for practice
- Not too many sub-groups
- More time for theoretical activities

Part III-2. Training on monitoring and evaluation

◆ Overall Evaluation

Very good	9
Good	8
Not good	0

◆ Useful inputs from the presentations on the concept of monitoring and evaluation are:

- how projects are monitored and evaluated
- evaluation through discussion and observation
- concept of monitoring and evaluation
- purpose of monitoring and evaluation
- steps of monitoring and evaluation
- sequence of monitoring and evaluation
- different aspects of monitoring and evaluation
- formation of instruments for field observation
- observation skills and analysis
- concept of formative evaluation
- time frame for monitoring and evaluation
- alternative corrective actions and summative evaluation

- Lessons learned from the field visits are:
  - experience from on-going projects
  - the way of obtaining information from the field
  - adequate time is required for proper monitoring and evaluation
  - how the project is monitored at the grassroots
  - interviewed various kinds of people, such as tutors, leaders, learners and obtain information from them
  - practice monitoring and evaluation skills through existing projects
  - role of supervision of monitoring
  - how the evaluation is undertaken in Indonesia
  - theories combined with practice
  - how to encourage people to mobilize income generation
  - data/information system
- Useful experience learned from the group work exercise are:
  - share the experience regarding how monitoring and evaluation are conducted
  - learnt basic techniques of monitoring and evaluation
  - preparation of monitoring and evaluation instruments
  - analyzing and compiling ideas, data for preparing evaluation report
- Suggested areas for improvement are:
  - more time for field exercise
  - more time for elaborate discussions
  - more theoretical presentations based on AMPM
  - more structured instruments
  - more actual work and less welcome functions in the field

3. Workshop arrangements

- The arrangements for the session activities (e.g. documentation)were made:

• Very well	13
• Well	4
• Not well	0

- Comments on the above rating:
  - well arranged
  - warmly welcomed
  - careful preparation
  - integrated coordination
  - excellent services for participants
  - because of the choice of venue in Indonesia, the workshop went smoothly
  - arrangement was as prompt as possible
  - secretariat services were inspiring
  - the way of project formulation session was organized very well

- The hotel arrangements for the stay were made:
    - Very well 12
    - Well 5
    - Not well 0

- Comments on the above rating:
    - delicious foods
    - conformable meeting rooms and accommodation
    - good facilities

4. Follow-up of the workshop

- Follow up actions I will take upon my return will be to:
    - develop future plan for continuing education
    - discuss with superiors in the office
    - discuss with NFE officials
    - plan to organize a national workshop on planning and management of literacy and continuing education
    - prepare necessary documentation for disseminate AMPM and other documents for follow up national workshop
    - improve planning and management of literacy and continuing education
    - co-ordinate GO and NGO
    - formulate a pilot project on literacy and income generation for ethnic minorities
    - continue to study materials provided by the workshop
    - share the experience of this workshop with other colleagues
    - prepare action plans

- Problems foreseen for the follow up activities are:
    - lack of funds
    - lack of manpower at district level
    - co-ordination with local community authorities
    - co-ordination between GO and NGO
    - translation of documents
    - integration of innovative pilot experience into national plans
    - sustain the project funds
    - inadequate planning

- Suggestions to UNESCO for follow-up are to:
    - provide funds as soon as possible
    - arrange to train planning personnel
    - organize a regional workshop once a year
    - develop information dissemination network
    - support formulating pilot projects
    - assist activities in the second year of follow up activities of this workshop
    - undertake assessment of projects in different countries
    - provide more funds
    - provide technical support

- send workshop outcomes to the Government
- follow up the progress of national follow up activities
- develop effective media
- arrange to translate AMPM into the local language in each country
- provide support for conducting workshops in local levels

5. Suggestions for improvement

- When UNESCO organizes a next APPEAL regional workshop, I suggest it focus on the following areas:
  - planning and management
  - project formulation
  - continuing education
  - income generation
  - equivalency education
  - distance education
  - monitoring and evaluation
  - project for rural areas
  - research
  - tutor training
  - training on teaching-learning materials
  - renovation of teaching methods on literacy and continuing education
  - development of local literacy and continuing education materials
  - national level planning
  - co-ordination with NGOs
- When UNESCO organizes national workshop(s) in basic education, I suggest they focus on the following areas:
  - multi-grade teaching
  - improvement of literacy and continuing system in the country
  - planning and management of projects
  - monitoring and evaluation
  - develop curricular and media for target groups
  - management of district centre and community learning centres
  - basic education for ethnic minority groups
  - project focusing on rural areas
  - planning and management of income generation programmes
  - education for the dropouts from primary schools
- Suggested city/town and country to organize the next regional workshop:

City/Town	**Country**	
Delhi	India	2
Brunei		1
Beijing	China	5
Hanoi	Viet Nam	2
	Philippines	1
Kathmandu	Nepal	1
Bangkok	Thailand	1

6. Any other comments and observations:

More opportunity should be given to NGOs to participate in this kind of workshop, particularly local ones not internationals ones	1
duration of this kind of workshop should be extended	3
One day additional stay in the host country is appreciated	1
DSA for stopover should be given by full rate	2
DSA should be given by US$	4
UN exchange rate should not be applied	1
Transportation fee should not be deducted from DSA	1
Unfair means should not be used for providing pocket expenses	1
Pocket expenses should be increased	1